CHILD STUDY

A QUARTERLY JOURNAL of PARENT EDUCATION

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CONTENTS

	Page
Editorial	2
Outsiders Who Live With Our Children — Dorothy Canfield Fisher	3
The Doctors in Your Child's Life — John C. Montgomery, M.D.	6
The People in Nursery School — Irma Simonton Black	9
The Teachers in Your Child's Life — Monica B. Owen	11
Your Child's Spiritual Values — Ruth Strang	13
Parents' Questions	15
Suggestions for Study Groups	17
Book Reviews	18
New Books for Children	19
News and Notes	31

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HEADLINES

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Pressure to get ahead in the world begins very early indeed. The infant is compared with definite norms of development in the hope that he will exceed them. Schoolchildren are constantly pressed to measure up to set standards or at least to the utmost of their own capacities. Throughout college and professional training, requirements grow increasingly more stringent. Even at home, parents, fearful lest their children lack the qualities necessary for success, exert pressures all their own.

Is this a necessary state of affairs? Can we sustain this accelerated pace without a huge toll in human anxiety and frustration? If we should elect to slow down, could society maintain the living standards we have come to consider necessary?

Because these questions are so important, the Child Study Association has chosen as the topic for its Annual Conference, to be held in New York at the Hotel Statler on February 27, "Children in Our High-Pressure World." Details of the program will be found on page 29 of this issue of CHILD STUDY.

On February 28 meetings for professional workers in child development, parent education, and family relations will be held under the joint sponsorship of the National Committee for Parent Education and the Child Study Association of America. Additional information about these meetings may be obtained from the headquarters of the Association.

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The Spring issue of CHILD STUDY will be on "Brothers and Sisters."

Editorial

When present-day parents think back—whether longingly or shudderingly—to the good old days, they frequently feel a sense of separation from a swarm of adults. The mother may look proudly at her gallery of gadgets as she breathes in the freedom from in-laws; but when she hears the ominous bump of Junior's tumbling while she is nursing the baby—just as the doorbell rings—she does wish that she had one of those old-fashioned built-in baby-sitters.

What we think and feel today in such moments of recurring crisis is less important than the far-reaching consequences of our isolation upon our children, which Mrs. Fisher points out in her article. The lack of relationship with other adults deprives our children of essential elements of emotional and social maturing.

In the small isolated family of today, the parents have to act as substitutes for older brothers and sisters, for cousins and uncles and aunts, to say nothing of grandparents, while at the same time trying to be persons in their own right, as is fitting in a dynamic democracy. We often think of those older adults who perforce do enter the household on various errands as emergency aides rather than as persons who play a normal role in our children's human adjustments. Looking in this way upon these indispensable "outsiders," we might plan to make their impacts upon our children more meaningful and more continuous.

It is noteworthy indeed that parents themselves cooperate so little with one another, not merely to get much-needed relief, but to meet their children's needs for contacts with other children as well as with adults. Here and there we do find encouraging examples of valuable cooperation, as in car-pooling for transporting children to and from school or playground, or in forming baby-sitter pools; there is also cooperation for managing extra work incidental to the rush hours of mealtime and for occasional arrangements for having children sleep in each other's homes. Families sometimes cooperate to allow a couple to go off for a weekend, to recapture a honeymoon, or to cultivate their own relationships in preparation for the time when they will again be only two.

Because of the many pressures to become "independent and self-sufficient," every suggestion that parents plan more cooperative dealings with their neighbors meets with the answer, "It won't work!" This disregards the obvious fact that our actual mode of carrying on doesn't work any too well and certainly not satisfactorily. As with every new proposal or innovation, we demand that it work from the start—and perfectly.

Many parents might recapture some of the merits of older usages. Large family reunions on grand occasions are probably rarer. Small families, however, can join with neighbors and friends for picnics, expeditions, and excursions. Joint festivals for birthdays and holidays can mean much more for the children than the immediate excitement and fun. With the use of a little imagination and initiative, such arrangements are still possible.

The articles in this issue of CHILD STUDY make clear the child's needs and the need for parents to integrate deliberately the many influences that act upon their children, especially the influences of the adults who come into their lives.

SIDONIE MATSNER GRUENBERG

Outsiders Who Live With Our Children

DOROTHY CANFIELD FISHER

DOROTHY CANFIELD FISHER'S first book appeared in 1904 and, as our readers know, has been followed by many warm and understanding novels and other books. Her most recent ones are *Four Square*, a collection of short stories about people of her beloved Vermont, and a book for children, *Something Old, Something New: Stories of the People Who Are America*. Mrs. Fisher is a member of the Advisory Board of the Child Study Association. With Mrs. Sidonie Matsner Gruenberg she edited *Our Children: A Handbook for Parents*, which was prepared and sponsored by the Association.

THE topic assigned to me might be compared to the traditionally impossible question, "How big is a house?" The only answer to that one is "*What* house?" The equally instinctive answer to the other is "Which outsiders?" It is understood that these grownups are those who come and go in the home, and whose lives touch those of individual children, not those professionally trained who are in contact with children-in-groups, in nursery school, kindergarten, school. But beyond this classification, there is the widest diversity among the "outsiders" I have been asked to write about. Among them are elderly grandparents, part-time houseworkers, lively young unmarried uncles, high-school-age baby-sitters, middle-aged schoolteacher cousins. Of each one, I'd need to ask, "How long is she with the children? In what relationship?" And of course even if you knew "which outsiders," you'd need to have an intimate acquaintance with the personality and character of each one before you passed any judgment, gave any advice at all on a topic which includes so many unknowns.

Yet, on taking thought, it is plain that even the traditionally unanswerable question "How big is a house?" can be answered if the reply is made general enough. Any house is pretty sure to be bigger than ten feet and smaller than a hundred feet square. Houses are always made out of material as weather-resistant as possible, etc. In this spirit I begin a comment on the relation of our children to those outside the family who live in or often come to the home. Widely as these outsiders vary, there are a few generalizations which can be safely made about this relationship.

As I look over several generations from the vantage ground of my seventy years, my first idea is one that comes naturally to a novelist, always concerned, as storytellers are, with keeping the proper relationship between different characters in a piece of fiction: these outsiders should never, except when one parent is dead, stand completely in the foreground of life for a child, never try to act as parent, or be expected to take the place of father or mother—except very temporarily. The author of a novel must keep the minor characters from taking too much of the reader's attention from the central figures, or the proportions are all wrong. The same principle applies to supernumeraries in the home.

Father and mother must be father and mother, till the children grow up. Not because of any mystic, foggy, sentimental notion on my part that biological parenthood supplies somehow, by instinct, a special wisdom for the care of children. Alas, no! If it only did! It is for other reasons that I insist on the absolute priority of father and mother. One is that if they give up any of their real responsibility, the children lose that coherent continuity in a human relationship which has an enormous, an irreplaceable value. People who are a permanent part of a child's life know what went before any given act or event as nobody else can who comes in occasionally from the outside. They know this; and the children know that they know it. They thus have the only raw material from which sound judgments can be formed. (Note that I don't say their judgment is instinctively sound. Not much. The continuity of their relationship with the child gives them the makings; but they must roll their own.)

I put first this statement of principle, that the outsiders, no matter how dear or useful, must not be asked to, or allowed to, take the place of parents, unless the children have really lost their father and/or mother, in which case the "outsider" is no longer such, but in all reality the parent. It is said that all generalizations are false in many individual cases. I think this is the rare one that is true.

But it still leaves an enormous, mixed-up number of people, with little in common, varying from one to the other. What has a delightful, resourceful, lov-

ing grandmother in common with a grumpy household worker, except that they both occasionally come into the home and thus necessarily take on a relationship with the children? What can anybody say about a bachelor uncle and high-school-girl baby-sitter which will apply to them both?

We might divide that mixed-pickles group into two kinds—those who like the children and who are liked by them, and those who don't and aren't. Paradoxically, the same recommendation to parents is needed for both groups: don't leave the children with them without knowing from close observation what goes on.

You might think that no parent needed to be told to keep close watch on a child with a caretaker who doesn't like him. But the inexperienced young parent simply has no conception of the helplessness of little children with adults. When that Duke of Windsor who was for so long the Prince Charming Prince of Wales wrote some memories of his childhood, one of them was of a nurse who, before taking him in to see his parents, twisted his arm till he wept from pain. He dared not tell anybody else about this torture, because he was so thoroughly terrorized by this servant set to care for him. Nor did he ever know what strange sadistic motive underlay this daily performance. That's one side of the picture. No matter how capably some one of these "outsiders" seems able to manage the child, no matter how deliciously he no longer "bothers" his parents, his mother and father must be close enough, close geographically, emotionally, spiritually, to know what goes on.

Now take the other extreme—the loving grandmother who adores the child and would give her life to save him from the slightest pain. The parents need to know as intimately what goes on in this case as in the other, for they are as responsible for the child as always.

This responsibility is a heavy burden. It is the absolute condition of acquiring skill as a parent. It is our most golden privilege. But a burden, too. We all reach so eagerly for an alibi for our mistakes, it is not safe to put within our reach the conscience-sedative of "His grandmother spoils him so, we can't do a thing with him." *If* his grandmother really does spoil him as badly as that, the parents' liveliest resourcefulness should be brought into play to change the circumstances of the child's life and the grandmother's relation to him, quite as much as if the child's milk were found to be contaminated.

But suppose—for purposes of argument—that his grandmother's relationships with him are loving, wise, cheerful, delightful. Just the same, both parents and grandparents need to be on their guard this time against what theologians call a "confusion of function."

I don't deny that there have been instances of a conscientious older-generationer who really and permanently is more interesting, more various, more stimulating and at the same time more restful than a younger, inexperienced mother with a too-full work schedule. And single cases are on record when by some oddity of personality or temperament a grandmother, or an older household helper, fits in with an individual child's nature better than anyone else in his circle. But there are dangers here which anyone of my age has seen many times.

One of them is that the child's associates are too largely of the grandparents' age group, and that he does not learn in the only way in which such skill can be learned—through constant daily practice—how to live with younger folks. Another needs no description, only to be mentioned, to be recognized as a peril—the risk of divided authority over the child. It is hard enough to avoid this danger with the twofold authority of father and mother. Add a third—the child's personality is split in pieces.

Another risk is a simple factual one—the grandparent is more likely than the parent to die before the child grows up and stands on his own feet. I have had two or three friends who became in childhood devotedly attached to an attractive grandparent and transferred to this relationship the roots and tendrils meant by Nature for parents. I saw them dismally torn and mutilated, emotionally, by the perfectly-to-be-expected death of the older person. I have seen them, all the rest of their lives, suffer as people do who lost their parents too young to overcome the emotional dislocation of this loss.

For a young parent, driven hard by the innumerable demands of modern homemaking, done as it is done nowadays almost single-handed by the mother, it is a seductive temptation to let a child grow up, mostly, with a loving and devoted older person who "has the time" to attend to him. But it is infinitely safer (not to speak of other elements involved) for the mother to simplify her work schedule so that she is the one who "has the time." Let the furniture go undusted, the floors unpolished, use apples for dessert—buy with such life-simplifications the time for that sharing of life with the children which is one of the surest ways to insure their thriving.

I'll mention only in passing, because they are all too familiar, some of the other dangers in thus turning the children over to others. We have all seen an older person, who would never dream of giving a grandchild tincture of opium to keep him quiet, who may be quite capable of giving a child tincture of irresponsibility for what he does, "to hold his affection." A warmhearted household helper may do the same thing for the same purpose; and a coldhearted household helper may do it for quite a different purpose because to let the child do just what the whim of the moment suggests keeps him (temporarily) from bothering her, and because she cynically thinks that she will be far away when the inevitable gritty results of spoiling a child appear.

The Contributions of "Outsiders"

Now that I have with conscientious gloom sounded the negative alarm about some of the dangers possible from "outsiders in our homes," I consider myself free to smile as I cheerfully begin to enumerate some of the priceless contributions to family life which can flow in through the channel of an "outsider."

Let me begin with the tradition of the bossy grandmother or great-aunt who puts a spoke in the wheel of the young parents' authority. Discount what I say about this, of course, remembering that I am a grandmother many times over. But viewing the contemporary family scene as objectively as I can, I am firmly of the opinion that grandparents of our period are pretty well cowed, and have nothing of the traditional know-it-all attitude we read about in books. Mighty few of us venture to say or think, "Now you're bringing that child up all wrong. Let *me* do it." Quite the contrary. Most of us older people have been so firmly, not to say roughly, told by the modern world that young parents have sources of information we never dreamed of, that we would no more attempt to take over the authority of a father or mother for a grandchild (except in passing moments of need) than to interfere with a surgeon performing an operation or an artist painting a picture. I don't say we don't have our own opinions on this subject, nor that we always keep these silent. We are, sometimes, moved to a mixture of pity and amusement by our grown-up children, astonished as they are to encounter in their little sons and daughters just such problems as those we encountered in them. And we do, occasionally, voice this affectionate amusement—but always I hope to the parents, never to the grandchildren themselves.

And a very useful element in family life such comments are. This is one positive service the grandparents can give which counts for much more than their services as unpaid baby-sitters, convenient as that often is. Just to have lived through a great many more years than our grown-up children does not, of itself, make us wiser than they. And we must admit that the research and discoveries of modern psychology and psychiatry really do give them expert, professional, specialized help in the job of being parents which we never had at their age. But age does, by definition, give one great advantage—a long perspective. And we are remiss if we don't give our adult children, trying with tense conscientiousness to do their duty by their youngsters, an occasional glimpse of the proportions of life as seen in that perspective.

To give this service, it is, naturally, as essential for a grandparent to have "kept the confidence" of a son of thirty or a daughter of twenty-eight as when they were adolescents. Of course a seventeen-year-old girl's confidence in her forty-year-old mother's wisdom is very different from the confidence she had in the same mother when she was seven and the mother was thirty. Naturally the mother of forty shouldn't, mustn't, can't feel toward her mother of sixty-three as she did when she was an inexperienced girl. But, with all qualifications, another later relationship really is possible which at its best leads the young adult to turn to a parent—you must have heard them—thus: "Mother, what *can* I do about Pete? He is so lazy about his schoolwork—and he can't be *made* to do his share around the house."

Here is a chance for the older generation to raise the parental sights for more accurate aim: "Give him time. Have patience. You were exactly like that at his age. Don't *worry* about him till he's been this way much longer. In six months from now he may have found a special passionate interest in some useful, profitable project and be working his head off on it."

That phrase "you were like that at his age" is a straightening and lengthening of perspective which nobody but a grandparent can give. For nobody else has the special information needed. I don't say that young parents welcome this reminder. They are often (on the surface of their minds) annoyed by such backward-looking reminiscences. "Mother, I *never* was stubborn as Nancy is!" They resent the "Oh, yes, you were. I remember one time when your father and I wanted you to . . ." But deep in that all-important subconscious they are reassured, as nothing else

(*Continued on page 25*)

The Doctors in Your Child's Life

JOHN C. MONTGOMERY, M.D.

Since 1923 JOHN C. MONTGOMERY has had a private practice in pediatrics in Detroit where he is attending pediatrician at Henry Ford and Harper hospitals. His special interest is developmental pediatrics; he is active in several professional groups particularly concerned with the emotional problems of infancy and early childhood. In cooperation with the staff of the Merrill-Palmer School he is doing research in self-regulated feeding, rooming-in, and improved methods of toilet education. He is co-founder of Cornelian Corner, an association of obstetricians, pediatricians, psychiatrists, and psychologists pledged to further the best interests of mothers and babies.

THREE new two-year-old patients were recently brought to my office. Each mother was thoroughly dissatisfied with her offspring and each for the same reasons. First of all, the children were not eating as much as the mothers felt they should, although it turned out that they were eating normal amounts for their age; second, the children had not yet been "house-broken"; third, they often touched and handled things that did not belong to them.

These complaints constitute a pattern in the offices of pediatricians today. It is tempting to offer as an explanation the premise that mothers strive for phenomenal progress on the part of their children to satisfy some needs of their own. I believe that in most instances the explanation is much more simple.

These three mothers were "only" children, and had previously had little opportunity to observe young children. They had received no instruction in high school or college about normal child development. What is more significant to my mind, however, is the fact that no doctor, no nurse, no social worker had ever told any of them that hers was a normal child. Each of these mothers had had to grapple with her own interpretation of the various methods and theories of child rearing she encountered, without help or support, although she had consulted several clinics and physicians. Doctors, nurses, social workers have a profound influence upon the developing personalities of children, but this influence is exercised largely through the parents. It stems not only from what the professional people say or do but equally from what they do not say and what they fail to do. Indeed, I believe sins of omission far exceed those of commission.

Professional people dealing with young children and their parents have a unique opportunity to make parents better satisfied with their children, thus improving parent-child relationships. I believe they can do this by giving reassurance and guidance at certain critical times in the life of a family and by avoiding situations that can be emotionally damaging. We cannot relieve parents of all worries and tensions, but we can alleviate many and can surely make every effort to avoid introducing new problems.

Let us examine briefly some of the critical periods when such support and guidance can best be used.

The first, of course, is the premarital stage when family guidance and counseling in the arts of family living can be most useful. Although there is far too little of such expert advice available at this time, it is increasing, not only in clinics and in doctors' offices but in schools and colleges. While we cannot be satisfied with the situation, we can at least be hopeful because the trend is in the right direction.

The next most neglected time is during pregnancy, when there is a real opportunity for guidance. A few years ago prenatal care consisted exclusively of physical care; today there is a great deal of interest in teaching parents something about the normal functioning of the reproductive organs, training them in methods of relaxation, informing them about the type and character of delivery the mother may expect, and supplying information about normal child development during the first few weeks of life. The reaction of expectant mothers and fathers to this kind of prenatal instruction has, of course, been varied; but they seem to be much more confident and to accept their children more easily and more wholeheartedly than did those to whom prenatal care meant physical care only.

For the moment we have nothing more accurate than clinical impressions to attest to the efficacy of these prenatal classes. Studies are under way to evaluate their effect upon the attitudes of parents. The very nature of the problem makes this an extremely difficult undertaking, for it is not easy to distinguish between a parent's intellectual acceptance of the point of view of a lecturer and an emotional one that results in true acceptance of the child. It will no doubt occur to many that the mass approach of prenatal instruction through classes cannot be ideal because of a great variation in women's acceptance of pregnancy. As

Helene Deutsch has stated, "Every change of the existing equilibrium is a threat for the ego and for every woman pregnancy represents a tremendous upheaval." It has seemed to those of us who have participated in prenatal courses, however, that a spirit of camaraderie comes to the fore which serves as a supporting prop and helps the prospective mother in her acceptance not only of her pregnancy but of her unborn child. Such prenatal care is available to far too few parents; but again, the movement is in the right direction, and with a sincere effort on the part of all concerned we can look forward to continued improvement.

There is perhaps no better indication of the influence of well-planned prenatal classes than the fact that nearly all the mothers who attend them plan to nurse their babies and the vast majority succeed in doing so. The benefits of prenatal instruction to the mother and father are entirely lost if it is not followed up and coordinated with skillful and sympathetic management at the time of the birth of the child and the period of hospitalization thereafter. Those of us who have had experience with rooming-in are impressed by the effects of this type of hospital care upon the attitude of the mother and the resulting parent-child relationship. The rooming-in experience seems to be enjoyed particularly by those mothers who have had an emotionally satisfying experience during childbirth itself. Such a satisfying experience seems more frequent when the mother's fears have been largely banished by appropriate prenatal instruction and when she has been conscious and aware of the birth of her child. One need only witness the feeling of well-being that such a mother experiences following the birth of her child to be convinced that many mothers are deprived of an important emotional experience.

By contrast let us consider for a moment the truly terrifying experience of most women who enter a hospital to give birth to their first child. Here I can do no better than to quote an article by Doctors Goodrich and Thoms which appeared in *Pediatrics:* "Such a patient enters the hospital in labor with manifest apprehension and with every expectation of undergoing a traumatic experience. Her attendants, whose interest is often chiefly concerned with her physical safety, may do little at this crucial time to allay her fears. In fact, in assessing many traditional labor-room practices in this light, it becomes apparent that their effect is to increase rather than to allay fear. The usage of the word pain as a synonym for uterine contraction, the practice of leaving the patient alone, the routine use of drugs on a schedule rather than according to the patient's needs, the lack of explanation of what is happening, and the often impersonal attitude of the attendants—these and other practices create an atmosphere which may in itself be terrifying.

"Frequently the patient is partially drugged long before her baby is born and the baby is usually delivered for her while she is unconscious. When the mother does regain consciousness, she often is disinterested in her baby, a disinterest which may last for some time. Is it unreasonable to suppose that such a mother, after a traumatic experience of this kind, could develop an unconscious rejection of her baby incompatible with the establishment of a healthy mother-child relationship? The father, too, relegated to another part of the hospital during the whole process, receiving little more than non-specific reassurance about something he does not understand, is hardly to be blamed if he looks on the newborn as the cause of his wife's suffering and forms conscious and unconscious resentments which may color his relationship to his child for some time to come."

During our early experience with rooming-in, the fatigue of the mothers was a serious problem. It has become less of a problem recently. This seems to be due to several factors, but the principle one is probably more adequate prenatal instruction. We observed early in our experience that the mothers who were least fatigued were nurses or other professional women who had had some experience with infants, those who had received more than the average amount of prenatal instruction. It seems reasonable to assume, therefore, that much of the fatigue stems from feelings of uncertainty and lack of confidence on the part of the mother. It is my impression at this time that when several mothers with their infants share a hospital room the results of rooming-in are more satisfactory than when a patient has a private room. Here again the "club" spirit and the encouragement and support given by other members of the group seem to be important factors.

Family ties can be preserved and solidified by the birth experience only if consideration is given to other members of the family as well as the mother and the newborn baby. The plight of the father in most hospitals is indeed a sad one. There are many features of the rooming-in plan about which parents are enthusiastic, and outstanding in this regard is the delight of the fathers over the fact that they're im-

portant, too, and can see their wives and babies whenever they want.

The most neglected member of the family group, however, is often the small brother or sister who is confused and frightened about the absence of the mother and is often convinced she is gone forever. An awareness of the truly serious nature of this problem will bring about some attempts at solution. I am convinced that in time there will be some relaxation of the rules regarding children visiting their mothers during this period. This would, of course, require the closest of supervision to avoid the bringing in of contagious disease or other infections; but in private rooms this risk would not seem to be any greater than that encountered when the mother leaves the hospital and returns home with her infant.

There are a few practices that can be used now which seem to reassure the small child. Since mothers are now encouraged to get out of bed soon after childbirth, it is nearly always possible after the first twenty-four hours for a mother to talk to little Johnny on the telephone, even when it is not possible to have an instrument installed by her bed. When the mother goes to the hospital, she can leave in Johnny's safekeeping some small personal possession which he identifies as hers; and the father can bring home similar small possessions daily with messages sent from Mother. Physicians and social workers should warn parents about certain experiences that can make things more difficult for the older child at this time. For example, toddlers don't usually adjust readily to a change of residence; such a change is all the more difficult when it comes at a time when the small child must be separated from his mother and then must see a rival come into his home. Having his tonsils removed at this time and visits to the dentist should also be avoided when he has these serious new situations to contend with.

It is obvious that the period in a lying-in-hospital presents a unique opportunity to teach the mother how to care for her newborn baby. The professional staff of the hospital can do this best where there's a rooming-in system. In addition, under this kind of instruction interns, residents, and student nurses as well as medical students can be taught much about the behavior of a normal newborn baby which they could not possibly learn in any other way.

After the mother leaves the hospital with her new baby, the burden of guidance falls largely upon the pediatrician or the general practitioner. It is his duty, it seems to me, to help her find a way of caring for her child which will best fit her background and personality and will lead to harmonious relationships between herself and the child. It will be the doctor's responsibility to assist the mother in guiding her child through the adjustments incident to feeding, to the control of elimination, to learning to conform to the rules of the society in which he finds himself. Physicians and nurses and social workers have many excellent opportunities to promote better parent-child relationships by helping parents to a more realistic understanding of the meaning of discipline and guidance as contrasted with punishment.

There are a few other experiences that can have undesirable effects on the personality development of children which physicians, nurses, and other professional people have an opportunity to influence, and

(*Continued on page 27*)

ANNOUNCEMENT

On January 1, Mildred B. Beck will become executive director of the Child Study Association. A graduate of the New York School of Social Work, Mrs. Beck was for three years chief psychiatric social worker at the Yale University School of Medicine in the Department of Psychiatry. She has been with the State Charities Aid Association for the last three years and is at present the acting executive secretary of the New York Committee on Mental Hygiene of that organization. She is chairman of the New York District Branch of the American Association of Psychiatric Social Workers.

Mrs. Beck fills the position left vacant by the resignation of Sidonie Matsner Gruenberg. Announcement was made last summer of Mrs. Gruenberg's resignation as director of the Association to become effective January 1, 1950, after more than thirty years of leadership of the Child Study Association and pioneering in the field of family relationships. Mrs. Gruenberg will continue as special consultant to the Association and to other projects.

The People in Nursery School

IRMA SIMONTON BLACK

IRMA SIMONTON BLACK is a teacher in the Harriett Johnson Nursery School, an associate in research at the Bank Street Schools and a member of the faculty of their School for Teachers. Mrs. Black is the author of *Off to a Good Start* and co-author of *Child Life in School*. She has written nine books for children and a number of magazine articles. She wrote the "Life with Junior" column for the newspapers *PM* and the *New York Star*.

WHAT about the people your child will meet in nursery school? For the people there are, of course, an extremely important part of the "curriculum." The very freedom from abstract learning that the age range of the nursery school imposes has placed the emphasis in such schools upon social and personality development. Nursery schools have shown what schools in general can do for children's development when they are not hamstrung by a too-academic approach.

Many parents send their children to nursery school in order that the children may have a satisfying social life. Today's small families offer a limited social experience to a growing child. Congested urban homes offer a rather restricted play experience, and precious little chance to mix with young friends unhampered by adult restrictions. The nursery school also offers a solution for the working mother who must be away from her home a good part of the day, for the only child who has no regular playmates close at hand, and for the child who is much younger than his brothers and sisters. For one reason or another, more and more parents consider nursery school an appropriate introduction to the world outside the home.

What does a young child get out of his life with other children in nursery school? First and foremost, he has fun with them. He leads an active life with people of approximately his own age and with interests similar to his. And in the process of having a good time, the nursery-school child becomes a more social being.

The child in a group learns to play with other children amicably, with give as well as take. He learns that the equipment is for everyone, and that he must wait his turn at the slide or the swing. He finds out that living with other people is a two-way proposition. The very aggressive child who has been accustomed to bludgeoning his way in play discovers from day-to-day experience that he will go farther faster if he talks instead of hitting, and that even his talk can accomplish more if it is not always of the shouting and demanding variety. The extremely shy child who has avoided play with other children finds that he can have more fun in a group than alone. The show-off sees that other youngsters pay less and less attention to his antics, and that he has to come across with something more concrete if he wants to interest them for long.

The little child's companions at school also help him to accept a regular routine with a minimum of fuss and resistance, and a maximum of sturdy self-help. No one forces him to conform to any ready-made pattern. No one, for instance, coaxes him or punishes him when he refuses to eat his dinner. If he is not used to feeding himself, his teacher may help him out for a time. But usually the sight of a dozen or more other children eagerly consuming their lunches is more than the noncomformist can bear. Pretty soon he starts eating too.

No one forces him to start dressing when it is time to go out-of-doors. His teacher may suggest it, but it isn't a do-or-die matter. The fact is, however, that he can see his friends struggling with their coats, and he can see that his teacher is busy helping a smaller child. He can wait for her to help him too, if it's important to him—and be one of the last ones to get ready—or he can start working on his own out-of-door clothes. In nine cases out of ten, that is what he'll do.

This does not mean that the perfect nursery school is simply a group of children thrown together without supervision. Of course the children are the most important social factor in a nursery school, and of course any individual child develops socially because of his relation to the others. But these social lessons are not learned automatically by a group of children turned loose to play together. In completely free conditions, the bully may learn simply to be a more expert bully, the timid child to beat a more hasty retreat. The social lessons of nursery school are learned only when skillful teachers are on hand to teach them unobtrusively and gradually.

The skillful teacher will know when to suggest to active, aggressive Danny that he ask for the broom instead of grabbing it. She recognizes the wistful gleam in shy Alice's eyes and seizes the psychological

moment for suggesting that she go and buy something from Danny's block store. And she'll know, too, when to stay out of the picture completely and let the group run itself for a time.

The child's relation to his teacher and to the other nursery-school adults is an extremely important part of his nursery-school experience. Indeed, since it comes at a time of strategic importance in his growth, this relation becomes a genuinely important part of his life experience. What can parents look for in this child-adult relation? What can a teacher offer to help a child to full personality development?

New Relationships with Adults

In the first place, adults in a really good nursery school are genuinely interested in children. That is the first and most obvious qualification for working with them. That means that a good nursery-school teacher will be both gentle and understanding in her relation to a child. A child is bound to be dependent on grownups in many ways for a number of years to come, and it is a great asset to any youngster to know from an early age other people besides his immediate family whom he can trust. These first relationships help him to become outgoing, friendly, and confident with the casual grownups he will have to meet and accept—from the policeman on the corner to his teachers in later more formal schools.

Let's take an example of how this confidence and friendliness grow. Terry, aged three, is scheduled for a psychological test. The school psychologist comes to the playroom to get Terry to go to her office. She doesn't descend on Terry suddenly and yank him off protesting. She knows from conversations with Terry's teacher that he is likely to be rather timid with new people. He has seen the psychologist from time to time, but he doesn't know her at all well. She is content to give some of her time to let Terry get used to her. She sits quietly near where Terry is building with blocks. She holds a small toy locomotive in her hands. After a time she comments on Terry's building and he drifts closer to her. He notices the toy and she hands it to him to feel and to try on the floor.

"I have other toys," she says. "Will you come with me and see some of my toys and games?"

Very likely Terry's curiosity gets the better of his timidity; but if it doesn't, the psychologist will come back another time. Eventually Terry will be ready to go with her, to separate himself from his well-known teacher and the familiar children. He goes to the psychologist's office and spends a happy hour there. When she takes him back to his room he says, "I want to come and see you again."

Terry has shed just a small fraction of his shyness. He has had a pleasant experience with an almost-strange grownup. Can we doubt that several experiences of this kind will make Terry less withdrawn, more optimistic about his chances for being safe and happy in a new situation?

Adults in a good nursery school, in addition to being gentle and understanding, are trained in both the theory and the practice of child psychology. They are able to put their interest in children to work in practical and specific ways. The trained nursery-school teacher understands an individual child partly because she knows what to expect of children at different ages. She feels deep interest in seeing the children in her care develop; but at the same time she knows where to encourage, and where to let a youngster be immature when he is not ready for a forward step.

For instance, the teacher of four-year-olds knows that most four-year-olds are able to wash themselves before lunch. She encourages that independence by arranging the physical environment of the schoolroom so that the children can use it with a minimum of adult help. She puts out washcloths on low hooks that a child can easily reach. She marks them simply so that each child can tell his from the others. She has, if possible, low washbasins so that the youngsters can turn the water on and off by themselves. She knows that the average four-year-old gets a very real emotional satisfaction from the acquisition of such a simple skill as washing himself without adult help.

But the trained nursery-school teacher doesn't expect every four-year-old to behave like a statistical chart. She expects deviations from the norm. Here is a four-year-old who has been washed and dressed right up to the moment he arrived at school. She knows that to expect the same standards of Bobby that she expects of the other children would be both unwise and futile. She is ready to help Bobby far more than she helps the others until Bobby himself shows that he wants more independence. She stands ready to encourage healthy growth, but she will not try to force it.

Nursery school, after all, is the child's first experience away from some familiar protecting grownup. There he knows and likes grownups who have no exclusive emotional relationship to him. He feels comfortable in an environment where emotional ties are less intense and somewhat more impersonal than those

(*Continued on page 26*)

The Teachers in Your Child's Life

MONICA B. OWEN

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OF ALL the adults who affect children's lives outside the immediate family, teachers are probably the most important. Not only is school for many children the first experience in finding a place in organized group living but a very large part of their time will be spent with teachers whose influence, for better or worse, will be enduring.

The newer concepts of education have put an added responsibility on the teacher. Her usefulness is no longer measured merely in terms of her teaching methods but rather in terms of her whole personality. She must have the skills to teach the subject matter of the curriculum, but the basic question is whether she knows how to teach children. In the words of one professor of education, the goal of a good school is that "each child should be helped to become the best possible person within his power to become." This ability to help children in their total development stems from the kind of person a teacher is rather than from the academic training she has had. A teacher who is good with children is warm, outgoing, mature; she is a growing person who has the capacity for objective understanding of herself and others. She can give each child the sense of belonging, of being accepted and needed for his own individual contribution to the group; she creates the emotional climate in which children grow; she genuinely enjoys them and finds each one interesting in his own right; she helps children to self-acceptance and provides the setting for an integrated experience which will strengthen them to meet future strains.

It is impossible to measure the influence of such teachers. Even in the subject matter—geography or spelling or grammar—the intangibles persist long after the classwork itself has been completed. There is a distinguished scientist who tells that he owes his interest in his field to a fourth-grade teacher whose enthusiasm and intellectual curiosity fired his own. A university professor says that he chose his profession because his eighth-grade teacher taught him not merely algebra but the beauty of mathematics. No course in social studies alone could have had an influence comparable to that of a new school principal who, through warm acceptance of Negro migrant children after years of community rejection, helped to break down barriers of prejudice far beyond the classroom itself.

We have come a long way from the time when the function of the school was defined merely as that of filling a child's mind with facts, figures, and moral precepts. While the concept of education as the development of the whole personality is increasingly accepted, questions and conflicts in the minds of many parents and teachers still persist. This is especially true when play is considered as basic to the educational process, since some people still consider that play and work are contradictory. Yet play that has genuine meaning for children, play that is not "busy work," is far from a waste of time. It is one of the natural ways by which children learn. Margaret Lowenfeld, in her study *Play in Childhood,* says that "play is to a child work, thought, art, and relaxation."

In a school where play is accepted as a valid part of education, the teacher comes closer to seeing a child as he really is and so can help him with deeper understanding. Through providing the setting for spontaneous play she can give him the means of dramatizing his world and of working through some of his most vivid experiences and his deepest problems. She knows that when a child has been hustled out of babyhood, he may for a while want to play baby even though he is a stalwart eight-year-old; that when a child acts out scenes of birth or death, he is trying to find some answers to age-old mysteries; that when jealousy of a new baby is played out with a doll, some inner tensions may be lessened. All this is a part of a child's learning, a part of the total development to which such schools are dedicated. However, the teacher never assumes the role of a therapist, although she understands and puts into practice mental health concepts. When she thinks children need professional help outside of the teaching field, she refers them to those qualified to give the necessary guidance.

Teachers have lasting influence on children not only as individuals but as members of a group. One

of the most interesting studies of the effect on children of teachers' attitudes and the relationships within the group setting is Ronald Lippitt's *An Experimental Study of the Effect of Democratic and Authoritarian Group Atmospheres*. With different groups of children, the autocratic, the laissez faire, and the democratic methods were tried. Under the pressures of the autocratic approach, inner and group tensions mounted. Some children reacted by being subdued and some by being defiant. Those who were submissive toward the teachers were aggressive toward each other, and in each group a scapegoat was found. There were many expressions of hostility between children, far more dominance of one child by another, and the whole group life was more stratified. In those classes where laissez faire was practiced, the effect on children was fairly similar, but these extremes of behavior were not as marked. In the democratic groups, where children had a sense of sharing, where they talked things over, and where their suggestions were respected, tensions decreased and there were few overt expressions of hostility.

Such research during the last few decades has added immeasurably to our understanding of children's needs during their school years. In the abstract, many teachers accept the new philosophy; in practice, some still cling to the older concepts. In spite of all that has been taught and written to help us understand rather than judge children's behavior, in a recent country-wide survey teachers listed as their most serious problems with children defiance to authority and disobedience. Another study showed whispering to be the major offense. Strikingly, the problems which headed the list were those which involved a threat to the peace of the classroom and the teacher's own feeling of competence. If the teachers' greatest concern had been the well-being of children, the focus would have been on those problems of inner and group adjustment which would have threatened *their* future development.

Though teachers have taken courses in psychology and in child behavior and development, some reports on children still show lack of insight into their deepest needs. This is evident in the following: "Johnny is five years old. Today he kicked over the blocks and hit another child. This young man bears watching"; or "Mary Jean is such a good child. She is always a perfect little lady"; or "Nancy is a perfectly natural child who lives in her own little wonderland in which no one else shares."

Many of those teachers who really care about children compromise their standards when they are confronted with the pressures of overwhelmingly large classes and the demands of the curriculum. As one teacher said, "Don't talk to me about meeting individual differences. I have fifty-two six-year-olds in my class!" But in spite of overcrowding, by using a little ingenuity it is sometimes possible to give children a rich and satisfying experience, if the desire and understanding are there.

Parents have always recognized that teachers exercise an influence on the young people who are exposed to them—not only by their specific teachings but by their attitudes and opinions. Yet the home has heretofore felt secure in the knowledge that such influences have necessarily been filtered through its own more permanent hold. Today, however, we have less of this feeling of security. Not only have home and school moved farther apart in their departmentalization of the child's learning, but the school has actually come to occupy an increasing number of the child's waking hours. While what the teacher thinks and feels and says plays an important part in shaping a child's attitudes, her behavior, too, toward other teachers, toward parents as well as toward the children in her charge is likely to make a deep impression —for even in the most unregimented school the teacher still constitutes "authority."

By virtue of this authority she can reinforce or undermine—or create uncertainty about—the teachings of the home. Where her teachings differ from those of the home her task is to stimulate the child's thinking without disturbing his loyalties.

Home and School Get Together

The disposition of some teachers to scold parents, even to issue "orders" to them as to what the school expects of them, is hardly calculated to bolster parental authority or the child's feelings of security. Conversely, the attitude of some parents that the teacher "needs to be told" a lot of things is also not helpful to the child's adjustment to this dual authority. Each has a different role in the child's life, but it remains the task of the parent to interpret for the child the differences of these roles. Where the school's ideas of discipline, or the teacher's idea of democracy, differ from those of the home, these differences can be faced honestly—there need be no battle royal, with the child in the middle. Children can understand rational explanations of such differences more easily than they can the emotions they engender. Teachers

(*Continued on page 27*)

Your Child's Spiritual Values

RUTH STRANG

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THE child's spiritual values develop with experience, as he grows. Like other learning processes, this one is not without problems; it requires wise guidance from the various persons in his world.

The infant's chief concern is to be comfortable in this strange, new world. But even in the first weeks of life he is laying the foundation for important values. He is acquiring ways of looking at life that may persistently influence him in years to come. These basic attitudes toward life probably influence children's attitudes toward God more than does any single person or any course of religious instruction in later childhood.

The preschool child's experience with the world about him is still so limited that the supernatural often seems natural to him. Anything can happen in his world. His tendency to accept whatever the adult says and to put two and two together in ways that do not add up to four, as adults see it, causes serious misconceptions when well-meaning persons try to teach preschool children about God, heaven, and death. When a small child is told that God makes the snow, the flowers, the sunshine, he may be building a concept of God as an unseen worker who may be cruel as well as benign. If He makes the sunshine, He also makes the storms that destroy homes and people. If the child is told that God is great and can do anything, the child may conjure up a mean God who "makes cars run over people." When children are told that God is everywhere, they often think of Him in the strangest places, such as under the bathtub or on a chair occupied by someone else. The more matter-of-fact child has equal difficulty with this concept of God as omnipresent. His experience has taught him that it is impossible to be at the same time in his house and in Alice's house across the street. A misunderstood God may contribute to fear, as in the case of the little child who refused to go into the closet because "the bogey man is there—maybe God is, too."

Even older children often acquire grotesque misconceptions in church-school groups. For example, many years ago the writer was teaching the Twenty-third Psalm to a group of ten- to twelve-year-olds in a poor district of a large city. She later learned that their only experience with sheep and "shepherds" had been that of watching the wretched animals being driven down the street from the barges to the slaughterhouse. What a distorted meaning this experience gave to the words, "The Lord is my shepherd"!

If common methods of teaching little children about God create such fantastic pictures in their minds, what religious education is possible in early childhood? Some of the difficulty arises from premature attempts to teach a religious vocabulary. It would be better to start with the child's unworded philosophy of life. He has already developed an attitude toward life, a way of perceiving his world, that influences all his activities. The best preparation for later religious instruction is to help him experience a loving relation with at least one or two persons in an environment in which he feels free to ask questions, to act and to experiment, and to enjoy being with people.

Some church-school teachers feel that children may gain security from a sense of the presence of God. This is adult reasoning. In view of children's difficulty in grasping the spiritual aspect of God, this emphasis is not likely to solve any problems. In fact, it may add to the child's emotional burden. Even though children were to derive comfort from the thought of a good angel or a kind God beside them, these concepts would not be a substitute for a satisfactory adjustment in their own real world. It is sounder to build on each child's present ideas, behavior patterns, and attitude toward life. Everyday living is the child's first world to conquer.

This does not mean that children are to be discouraged from spontaneously reaching out to the unseen world. From the church-school teacher they need understanding and interpretation of their own world.

In one church school, a group of six- and seven-year-olds, not yet ready for scientific or theological explanations of the universe, expressed their feeling in a refrain, which they wrote and set to music: "We can but watch and wonder." During several months they drew pictures of natural phenomena which seemed marvelous to them, such as the night sky with

its myriad of stars, apple seeds that could produce trees, the coloring of a butterfly's wings, the ebb and flow of the ocean tides. At one of the worship services, they showed these pictures to the other children, singing after each picture the refrain, "We can but watch and wonder." Thus they preserved the sense of wonder that can so easily be destroyed by premature attempts at explanation.

There comes a time, however, when children eight or nine years old, intensely practical and matter of fact, want yes or no answers to their questions. Church-school teachers can help them realize that for certain questions there are no factual answers and that there are different ways of being right. It is difficult for children to accept the idea that people can think and feel differently.

Any aspect of life may be a religious experience; no child is too young to find God in his own way. By means of talks with individuals, group discussion, drawing and painting, expressive rhythms, and original plays and songs, parents and church-school teachers may help children interpret their experiences.

Conversation about daily happenings offers an opportunity to those who teach all age levels to share the children's enthusiasms, to understand their world, and occasionally to interpret it with them. A group of young children were talking about churches, and had been looking at pictures of different kinds of churches in all parts of the world. The best kind of church, they decided, was a friendly church. This raised the question: What makes a church friendly? Then they began to tell about friendly acts that children had done in their own group: Betty had helped Sally put on her snowsuit; Billy had shown Jim where to hang his coat the first day he came to the church school; Mary had brought a picture book from home for them all to enjoy. By recounting many specific instances of friendliness, they derived the principle that it is friendly people who make a friendly church.

Sometimes the conversation begins after the reading of a story about the experiences of other children. With six- and seven-year-olds such a story often starts an avalanche of personal reminiscenses. The wise teacher listens and enjoys the conversation, occasionally highlights a sympathetic, helpful act that brought satisfaction to the child, and, if the group seems ready, goes beyond the child's own interpretation of the experience.

In a junior group one Sunday just after Pearl Harbor, five or six boys were marching around the room to music. A little Japanese girl joined them and marched gleefully. Soon the boys' marching changed to a dramatic play—they were soldiers, shooting the enemy. Several shouted, "There's a Jap—kill him!" The little girl became more and more anxious as the play continued, and finally withdrew from the boisterous group. She went to a table by herself, and on a sheet of drawing paper made many heavy crisscross black lines. Perhaps the teacher was wise not to attempt any interpretation at that time; adults were finding it difficult to straighten out their own tangled feelings at that time. She tried instead to improve the association patterns in the group. The little Japanese girl made contributions, through her special talents, to projects in which the group was interested; the boys and girls all came to like her as a person.

In an adolescent group, philosophical questions were brought up for discussion. They were not answered meagerly in a few words. It was recognized that these were large considerations, and the group read some of the attempts which great men and women of all ages have made to answer questions about life and death and eternity. Many in the group gained a new orientation toward themselves, toward others, and toward the physical and social world. At the same time, they realized that there were things that "no man knoweth," and that the universe is like a jewel with so many facets and lights that no one can understand it in its entirety.

The Expression of Religious Feeling

Drawing, drama, and rhythms are often better than words as avenues for the expression of religious feeling. Just as the little Japanese girl expressed her dark thoughts and conflicts in the black crisscross lines, so others may express their feelings by drawing and painting. Preschool children show most spontaneously how they feel in finger painting, clay, and other plastic art media. Elementary-school children are more likely to draw objects in a traditional way. As they begin to think more about their inner world of meaning and feeling, adolescents may again reveal themselves in their art products. In interpreting this creative work, the teacher should consider the child's own explanation and his observed behavior.

At the Riverside Church in New York "creative movement" or "rhythms" was included as part of the Sunday-school program. For example, one group dramatized in movement the problem of meeting and overcoming obstacles. First they outlined the steps—flat failure, then fifty per cent success, and finally as

(*Continued on page 28*)

Parents' Questions

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Aline B. Auerbach.

Is it all right for me to leave my little girl with someone else occasionally while I go off to attend to something on my own? While she was an infant, I didn't mind leaving her with my mother-in-law, but she is twenty months old now and is much more attached to me. I don't want to walk out on her if she needs me, and I can't be sure that my friend next door or my mother-in-law handles her the way I do. MRS. A. T.

Of course, now that she's older, your little girl is more aware of other people. But that doesn't mean she can't get along with them, even if they don't behave toward her exactly as you do. Just be sure that whoever comes isn't completely strange to the child before you let her take over. She should know and like your little girl, and know what she is accustomed to. In general, children accept grownups who are relaxed and confident with them.

Though you should be pretty well convinced that things will run smoothly before making your decision to leave, you are right to feel that mothers certainly need—for their own sakes—to get away and begin to pick up interests of their own. There's value for children, too, in widened social horizons and the ability to adjust to other people than their fathers and mothers. With some planning and preparation, your daughter can take your leaving without the feeling that the end of the world has come. Never deceive her by sneaking out when she isn't looking, and always tell her you'll be back. It won't be long before she can relax and enjoy these occasions.

The neighbors don't approve of my children. They tell them so very frankly. My next-door neighbor told my six-year-old he'd have to look more presentable and "mend his manners" if he wanted to play in her house. Others have told me that my children make too much noise and use "bad language." I think my children look "presentable," and I certainly wouldn't want them to worry constantly about keeping their clothes clean as my neighbor's do. As for manners: it seems to me that my children's manners are suitable for their age (my girl is seven) and I believe in letting them use "bad language," within limits, at this age, too. Only I hate having them so frowned upon by their friends' parents and excluded from good-neighbor relations. Do I have to accept their standards? MRS. C. B.

No; but you probably do have to compromise, outwardly at least, if this is the general feeling in your neighborhood. It's hard on youngsters to be made to feel "different," or that their family is not like others even in seemingly small ways.

In the matter of manners and language it shouldn't be too difficult to help your children conform to neighborhood standards to an acceptable degree. You owe it to them, in any case, to explain that some people expect them to behave in certain ways, even if you don't ask this of them at home. Their lives are going to be full of the necessity for learning how to live with many kinds of people, and they can begin now to know that although you don't think noise or rough play or certain words are "bad" (again within limits)—many people *do,* and life will be easier for them if they remember this when in other people's houses or company. Some conformity is, after all, a matter of consideration rather than manners, and this surely is a valuable thing to learn.

Since they were very little, my son Bill, age ten, and Bob, a near neighbor of about the same age, have been bosom pals. In fact, Bob exerts what seems to be a fatal fascination for my youngster. When not with Bob, Bill plays happily with other boys, behaving like any proper ten-year-old. But as soon as Bob appears, the two of them start clowning and getting silly. They make faces and giggle or start pounding each other and doing "stick-ups" and gangster play generally. It's hard just to ignore this, and I wonder if that's the answer. MRS. S. M.

You're right to think twice before interfering in trying to break a strong tie. Bob evidently serves a need in Bill's life, and this in itself adds to your knowledge of his personality and problems. But that doesn't mean standing by and doing nothing. If, as you say, Bill's maturer side gets a better chance to flower when there's less of Bob in

his life, then you can certainly help him by encouraging other connections and interests. If this is hard for neighborhood or family reasons, perhaps Bill could go to a camp or a play group that doesn't happen to include Bob. Whatever you do on the constructive side will be worth a great deal more to Bill than just cutting him off from his friend.

It's very important that you yourself should not be unfriendly to Bob. Your son will appreciate parents who respect his choices even when such choices represent his more infantile self and seem to hamper his progress toward maturity. Though you may be right in feeling that each of these two boys brings out the worst in the other and that they are better off separated most of the time, don't try to make hard and fast rules. There will still be times when Bill may want Bob and Bob only—and perhaps should be with him. Even grownups don't always act their age and seem to crave company when they break loose! Children like Bill and Bob have the same right.

As for the clothes problem, some children do manage to get dirtier than others at play—and if yours do, all you can do is help them wash up oftener. If you can keep your sense of values and try not to be resentful about this intrusion on your standards, your children probably won't find it too hard to do what you ask them to. And one of the important lessons that children can learn is to realize that people can have different standards about many of these comparatively unimportant matters, and still be equally nice and equally well-meaning.

My son's teacher at high school is terribly prejudiced against Negroes and loses no opportunity to make remarks about "inferior races" that are slurring and even downright false. *There seem to be no Negro children in this school or in the neighborhood. The other boys seem to find his jokes on the subject funny; my own boy finds them repugnant, but still he believes there must be some truth in the things his teacher states as "facts." What can one parent do in the face of such overwhelming odds?*

MRS. D. K.

You have really several jobs to do. First, you have to bolster your own boy's resistance to these ideas, both by supplying him with the true facts concerning race (there is excellent literature available) and then by discussing the whole problem with him. If you have deep convictions about this, your own attitudes, and especially your behavior toward people of other races (not only Negroes) will surely impress him more and remain with him longer than his teacher's. At the same time, he needs to know that, unfortunately, his teacher is not unique in her attitude, and that it may be some time before one can expect everyone to give up these narrow ideas that have been prevalent for a long time.

You probably won't be able to alter this teacher's attitude, and it may be wise not to use this situation to stir up antagonism in your child's immediate school world. But you can—and should—do everything possible to arouse community interest in minority groups. Encourage the showing in your neighborhood movie houses of some of the good current films that deal with group prejudice. See that pamphlets such as *The Races of Mankind,** and books, both fiction and non-fiction, which deal with this subject, are available in your public library. Even if you reach only a few young people and their parents, you will have done something. The very fact that you care enough to take action will count a great deal with your son.

* By Ruth Benedict and Gene Weltfish. New York, Public Affairs Committee, Inc., 20 cents.

NEW LOW-COST PAMPHLETS

THE New York State Department of Mental Hygiene, under Dr. Frederick MacCurdy, Commissioner, has prepared a new educational series of brief pamphlets entitled "Guideposts to Mental Health." The seven leaflets of this series cover the whole span of family life, and present some of the basic concepts of mental health in simple, readable form, under the titles *Life Begins, School Days, Teen Time, Your Job, Your Marriage, The Middle Years,* and *The Golden Age.* Single copies and sets are distributed free of charge to individuals and recognized agencies in New York State. Outside the state they are available in quantity on a cost basis. Write to the New York State Department of Mental Hygiene, State Office Building, Albany 1, New York.

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Parents and teachers, too, will find much helpful material in a new Parent-Teacher Series of attractively illustrated booklets published by the Bureau of Publications, Teachers College, Columbia University, New York; Ruth Cunningham, editor (60 cents each). To date the series includes the following: *Being a Good Parent,* by James L. Hymes, Jr.; *Discipline,* by the same author; *Understanding Young Children,* by Dorothy W. Baruch; *Understanding Children's Behavior,* by Fritz Redl; and *Reading Is Fun,* by Roma Gans.

Suggestions for Study Groups

This outline is based on the articles in this issue and is offered as a guide to readers who wish to use CHILD STUDY as source material for group study and discussion. The department is edited by Margaret Meigs.

Background for Discussion:

The theme of this issue, "Other People in Your Child's Life," is one of those happy ones that cuts across all age levels. Probably your study groups are organized, as so many are, along the cleavage of age-level interests. This division has the advantage of permitting fuller discussion of topics appropriate to each developmental group, but we are thereby likely to forfeit that sense of continuity, that understanding of our origins and preparedness for the road ahead that can be drawn out of skillfully conducted programs in which a wide age range is represented. This issue will give you an opportunity, if you have not found one before, to bring together your different groups. If you are a small neighborhood club, a group of preschool mothers, for example, meeting together in each others' homes, here is a chance to plan something a little special. Invite neighbors who have older children; bring in representatives from the schools and other community institutions which are waiting to serve your families. Or, if your children are all in the older categories, renew your acquaintance with those other people who helped shape their lives, and share with them the understanding achieved by your perspective.

A perusal of this issue gives us first and foremost the feeling that we parents are not alone. We have working along with us, even if it may sometimes seem at cross-purpose, many others who care about our children and have something to give them. It is up to us to help those other people in our children's lives make their full contribution. These people and the services they represent are here, not to replace or supplant the parent and his peculiar function, but to supplement and to reinforce what the family can offer, and to extend for each young citizen the horizon that first opens in his home.

Diverse as are the areas in which these other people meet our children, our authors are in general agreement on several aspects of the relations between them and the children. More important than the job is the person who handles it. We learn more from our teachers than from our lessons; the attitudes toward health that our doctor promotes are as potent as his pills and serums; faith is established through the spiritual person, not through attendance at church school. It is made clear, however, that this does not mean that we should go about our business blindly. Necessary also is a mastery of techniques and a clear vision of what each person wants to and can accomplish for the children. The worker needs to know his job, and also its limitations. Just as the parent cannot extend his parenthood to all phases of his child's world, the teacher cannot be a therapist, nor the Sunday-school superintendent the moral arbiter. Among the techniques of the job is the knowledge of how to handle children. This skill, coming as it does from one's understanding of children, is an important factor in creating that kind of person who is an important and benign influence in a child's life. It is not, however, the only factor. There are qualities of personality beyond that of being the skillful manipulator of persons. What these are, who shall venture to say? We need always be on the alert for new sources of understanding, to be ever ready to learn, to share, and to test our knowledge. No one can give a blueprint of the perfect personality. This person's gentleness and another's tart humor, this one's penetrating sympathy and another's healing impersonality—all these are needed by our children.

To Discuss:

How can we improve our local nursery school? When no nursery school is available, what substitutes for this experience can the community offer for preschool children?

What sort of cooperation do teachers want from parents? How can parents make their special resources available to schools?

Discuss the contribution to your children's general education of fellow members of the community—the merchants, public servants, neighbors, household helpers, etc.

What opportunities for parental guidance do our doctors' offices and health clinics afford? How can we increase their opportunities for service? How can we help doctors, public-health nurses, and hospital administrators give us the kind of help we want from them? How can we prepare a child for an operation? What can we do to reassure the child in a hospital that prohibits visiting? Discuss ways of being a "good" visitor in the hospital.

How can we help interpret religious differences to our children? Should church-school attendance be required of children who object to going?

Mrs. S, in a community with little organized recreation for teen-agers, has devoted considerable time to developing an interesting and worth-while program for the 4-H Club. She likes to work with young people, but is discouraged because attendance is irregular. The teen-agers seem to attend only when there is nothing else to do. Mrs. S intends to resign. What could your club do to prevent the waste of her ability if she were in your community? There are in your community other persons with time and talent to contribute to your children's education. How can you set about discovering and making use of these untapped resources?

Mrs. R. reports that her most trying time was her three-year-old's first day in school without her. "All day long things were happening to him I knew nothing about."

(*Continued on page 32*)

Book Reviews

Childcraft. *Field Enterprises, Chicago, 1949. 14 volumes, $66.00.*

This fourteen-volume set is planned to serve the whole family. Ten of the volumes offer fun and entertainment as well as information to children of all ages. The other four are addressed to parents and furnish a substantial background of present-day thinking in regard to child development and child care.

The children's volumes are not only satisfying to look at and to handle, but include skillfully selected stories from the best of the traditional and of the modern. From the nursery age through junior high school, each child browsing among these pages will find something to interest and delight him. He will find verses and stories about children at home and in other lands, about natural phenomena, industry, and transportation. There is just enough on each subject to entice the child to seek further in a particular field.

Each page is bright with pictures, gay without being garish. The list of illustrators is a veritable Who's Who of our leading artists for children, with a refreshing variety of style not usually found in such a set.

In the volumes addressed to parents a wide range of topics concerning children and family relationships is discussed by some of the outstanding educators and specialists in the various fields. It is inevitable that in such a compilation the contributions would be of uneven value; and there are some lags, too, in certain areas. The chapter on sex education, for example, shows no awareness of recent developments, especially the contributions of psychiatry to our deeper understanding; the offering of specific directions to parents for conducting "intelligence tests" and evaluating their own children is questionable.

A set of the new *Childcraft* in any home would be a source of pleasure and of enriching experience.

SIDONIE MATSNER GRUENBERG

New Ways in Discipline: You and Your Child Today. *By Dorothy Walter Baruch. Whittlesey House, New York, 1949. 280 pp. $3.00.*

In *New Ways in Discipline* Dorothy W. Baruch discusses a topic that is of constant concern to many parents. They will reach for it avidly, hoping—as they inevitably do—to find a magic formula which will help them to deal with the many difficult moments that occur in any family. From this book, they will gain a great deal of understanding not only of children's behavior, but of the deeper feelings that determine their actions.

Although the author presents her material with warm sympathy and charm, she focuses her attention largely on children's hostile, negative feelings, those feelings which, she believes, cause so much difficulty when they are unexpressed. Parents do need help in understanding the normality and the significance of this aspect of their children's emotional life, for it is a side that we are only beginning to understand. Unquestionably parents need to be aware of these feelings in their children as a first step toward helping their children deal with them.

Much of this book is concerned with a special technique Dr. Baruch suggests as a formula by which parents should meet these difficult situations. She recommends that parents "mirror" or "reflect" back to their children the angry, "bad" feelings, so that the children will express and bring out the "badness," thus allowing good feelings to take their place. This advice is based partly on the idea that children should not be made to feel guilty about their natural feelings, a concept with which one would agree. But one may doubt whether the mere release by expression of "meanness" (as she defines it) is enough to clear the way for the good, positive feelings to flourish. The implied analogy to principles of physical disease and cure is almost too pat.

Although Dr. Baruch frequently mentions the need for "rechaneling" these feelings into other outlets, her material on this point is much less full and helpful. Her emphasis is placed so strongly on the need for parents to recognize and "reflect" hostility and fear back to their children that parents, following her advice, would seem to be *encouraging* these feelings in their children. This could be disturbing and confusing, since a child must look to his parents to help him control impulses which may be too much for him.

In essence, the danger of this approach lies in the fact that Dr. Baruch is passing on to parents the techniques which she has used as a therapist. But parents are not therapists; they do not have the training and experience, nor is it at all certain that they should assume this role, even if they could.

ALINE B. AUERBACH

New Books for Children

SUGGESTIONS FOR CHRISTMAS GIVING

By the Children's Book Committee of the Child Study Association of America

The titles suggested here as an aid to holiday giving are selected from a more comprehensive list, "Books of the Year for Children," to be published soon. For convenience they have been arranged in age groupings, but many have a far wider appeal than can be indicated. Since the interests and reading abilities of children vary greatly, selection should be made by examining the whole list. All the books listed are on exhibit at the Association's headquarters.

COLLECTIONS

READ ME ANOTHER STORY. Compiled by the Child Study Association of America. Crowell. $2.00. The simple things of a small child's world in an inviting collection of forty-one imaginative and realistic stories and verses. Enchanting pictures by Barbara Cooney add to this second invaluable read-to-me book. (2-6)

LAUGHING MATTER. Compiled by Helen R. Smith. Scribner. $2.50. A gay collection of fun and nonsense: stories and poems, old and new, well chosen from many sources. (9-11)

FEASTS AND FROLICS. Compiled by Phyllis R. Fenner. Knopf. $2.50. Stories for high holidays, red-letter days, and even a rainy day, in an excellent collection by an expert anthologist. (9-11)

MAGIC BELLS. Compiled by Jean Cothran. Aladdin. $2.00. A fine collection of eleven legends and fairy tales by distinguished writers, replete with drama, humor, and poignancy. (9-11)

MORE CHUCKLEBAIT: FUNNY STORIES FOR EVERYONE. Selected by Margaret C. Scoggin. Knopf. $2.50. From sources familiar and otherwise, these enjoyable stories range from the broadly humorous to the subtly witty. Zestfully compiled. (12 and over)

BRIDLED WITH RAINBOWS. Edited by Sara and John E. Brewton. Macmillan. $2.75. An imaginative collection of old and new verses for the sensitive young reader. Appropriate decorations by Vera Bock. (8 and over)

MY AMERICAN HERITAGE. Collected by Ralph Henry and Lucille Pannell. Rand. $3.00. A rich treasury of songs, poems, and famous sayings from the pens of many Americans and about America, in a beautiful book for family reading aloud.

CHRISTMAS STORIES

THE TWELVE DAYS OF CHRISTMAS. Illustrated by Ilonka Karasz. Harper. $1.50. An exquisite gift book in decorative pastel colors to illustrate this yuletide song.

A PUSSYCAT'S CHRISTMAS. By Margaret Wise Brown. Crowell. $1.50. The sounds and scents of Christmas Eve, indoors and out, in a pretty read-aloud picture book. Attractively illustrated by Helen Stone. (Under 5)

MISS FLORA McFLIMSEY'S CHRISTMAS EVE. Written and illustrated by Mariana. Lothrop. $1.00. The magic of the Christmas-tree angel restores a neglected doll to new beauty and favor in an endearing little book with watercolor pictures. (5-8)

JOY AND THE CHRISTMAS ANGEL. Written and illustrated by Pamela Bianco. Oxford. $1.75. Two children entertain the little wax angel that hangs on top of the Christmas tree and find their wish magically fulfilled. Delicate line drawings heighten the fairy-tale atmosphere. (5-7)

BERTIE'S ESCAPADE. By Kenneth Grahame. Lippincott. $1.50. This beloved author's inimitable animals in a fantasy involving a hilarious barnyard Christmas party. Delectable pictures by Ernest H. Shepard. (5-8)

THE BEST CHRISTMAS. By Lee Kingman. Doubleday. $1.50. A Cape Ann family celebrates Christmas in a warm and sturdy story for reading together. Satisfying illustrations by Barbara Cooney. (7-9)

FOR THE YOUNGEST

Under Five

HOW MANY KISSES GOODNIGHT. By Jean Monrad. Scott. $1.00. A goodnight story accompanies delicate pictures of a little child's bedtime. Pastel illustrations by Lucienne Bloch.

MY WORLD. By Margaret Wise Brown. Harper. $1.50. A cosy bedtime world is created through tender verses and delightful homey illustrations by Clement Hurd.

THE BOX WITH RED WHEELS. By Maud and Miska Petersham. Macmillan. $1.50. The surprise discovered by the friendly farm animals in this simple and brightly colored tale will delight the youngest.

GUESS WHO LIVES HERE. By Louise Woodcock. Simon & Schuster. 25 cents. Pleasant introductions to the occupants of a house, inside and out. Illustrated by Eloise Wilkin.

THE HAPPY DAY. By Ruth Krauss. Harper. $1.50. Most appealing drawings of animals, and a bit of a story in an attractive picture book. Illustrated by Marc Simont.

PET TALE. By Ruth and Latrobe Carroll. Oxford. $1.50. Amusing repetitive farm story with simple text and beautifully drawn pictures.

TINY NONSENSE STORIES. By Dorothy Kunhardt. Simon & Schuster. $1.00. Twelve enchanting miniature books packaged together. Each is an animal story, deftly written. With Garth Williams' inimitable tiny pictures.

COWBOY SMALL. By Lois Lenski. Oxford. $1.00. Simple, graphic text and pictures of cowboy life for the youngest would-be bronco busters.

MOTHER GOOSE. Illustrated by Garry MacKenzie. Crowell. $2.50. A distinguished artist's whimsical pictures in black and white profusely illustrate this nursery classic in a beautiful new edition.

Ages Five, Six, and Seven

COCOLO COMES TO AMERICA. Written and illustrated by Bettina. Harper. $2.50. The very human yearnings of this well-traveled donkey lead him into many absurd situations. A large and beautiful picture book.

BABAR'S PICNIC. By Laurent de Brunhoff. Translated from the French by Merle Haas. Random. $3.50. This irresistible family of childlike elephants now has exciting new adventures in the jungle, in the ingenuous narrative and characteristic pictures children have long loved.

BARTHOLOMEW AND THE OOBLECK. Written and illustrated by Dr. Seuss. Random. $2.00. More riotous doings of our old friend Bartholomew and the unpredictable King, with wonderful nonsense pictures.

TIM TO THE RESCUE. By Edward Ardizzone. Oxford. $2.50. A salty, ludicrous picture tale about the adventures of a redoubtable little boy who is both knowing and brave. The artist-author's hilarious pictures sweep through the pages.

LITTLE WILD HORSE. Written and illustrated by Hetty B. Beatty. Houghton. $2.00. A strikingly illustrated picture story about a family in their new farm home, and the gentling of a little colt.

DAISY: A FARM FABLE. By Dorothy Childs Hogner. Oxford. $1.50. Vigorous drawings of a working farm horse enhance this gentle fable of a colt and her ambitions. Illustrated by Nils Hogner.

WHO LIVES ON THE FARM? By Mary Elting. Grosset. 25 cents. The doings of farm animals and country folks

in an excellent inexpensive book, with bright detailed pictures by Pauline Jackson.

HANK AND THE KITTEN. By Ruth Dudley. Morrow. $2.00. Dog and cat adventures make an inviting little tale, beautifully printed for self-reading. Winsome pictures by Louis Darling.

HODIE. By Katharine and Bernard Garbutt. Aladdin. $1.75. A friendly and wise French poodle from the city finally convinces the farmer of his usefulness.

SONG OF THE SWALLOWS. Written and illustrated by Leo Politi. Scribner. $2.00. A boy's love for the birds that return each year to Capistrano makes a picture story of classic quality and charm.

THISTLY B. Written and illustrated by Tasha Tudor. Oxford. $1.50. A small boy and girl raise a canary family in their doll house. A charming little book with old-fashioned pictures.

THE WILD BIRTHDAY CAKE. By Lavinia R. Davis. Doubleday. $2.50. On a walk through the woods, Johnny finds the perfect birthday present for his friend, the Professor. An endearing picture story with fine collaboration between author and artist, Hildegard Woodward.

ALI'S ELEPHANT. By Raymond Creekmore. Macmillan. $2.00. Adventures of a boy and an elephant in a simple but eloquent tale of the Indian jungle. With striking lithographs by the author.

THE ADVENTURES OF TITTLETOM. Written and illustrated by Ellis Credle. Oxford. $1.75. A five-year-old southern boy of long ago has mischievous adventures with pets, in five humorous short stories, excellent for reading aloud.

THE SMALLEST BOY IN THE CLASS. By Jerrold Beim. Morrow. $2.00. Lively story of a boy whose size is really not measured by feet and inches, in a book with large type for early readers. Illustrated by Meg Wohlberg.

SCHOOLHOUSE IN THE WOODS. By Rebecca Caudill. Winston. $2.00. Nostalgic sequel to the *Happy Little Family,* reflecting the manifold pleasures of an old-fashioned schoolroom which had all the warmth of home and love. Pleasant pictures by Decie Merwin.

KIKI DANCES. Written and illustrated by Charlotte Steiner. Doubleday. $1.25. A very first ballet book in story form, with just enough information, pretty pictures, and useful endpapers.

THE SITTER WHO DIDN'T SIT. By Helen Walker Puner. Lothrop. $1.50. The familiar sitter in a humorous tale in rhyming prose, with Roger Duvoisin's spirited illustrations.

FOR THE ELEMENTARY YEARS
Ages Seven, Eight, and Nine

AZOR AND THE HADDOCK. By Maude Crowley. Oxford. $2.00. A persuasive fish talks its way out of captivity, and leads a determined seven-year-old fisherman into trouble and out again. Convincing fantasy with illustrations by Helen Sewell.

BACK-SEAT DRIVER. By Mabel L. Robinson. Random. $2.00. Enjoyable nonsense about a bossy dog and his doctor master, made absurdly plausible by good storytelling and matching illustrations by Leonard Shortall.

FREDDY PLAYS FOOTBALL. By Walter R. Brooks, Knopf. $2.50. Another in this delightful series about the versatile pig and his animal friends whose adventures are always merry reading. Illustrated by Kurt Wiese.

THE EXPANDABLE PIG. Written and illustrated by Betty Babcock. Scribner. $2.00. Humorous fantasy of a boy's strange flight from America to a royal garden party in London.

LITTLE APPALOOSA. Written and illustrated by Berta and Elmer Hader. Macmillan. $2.50. A young ranch boy raises his Indian pony from colt to rodeo champion. Superb pictures for young horse-lovers.

TAFFY'S FOAL. By Elisa Bialk. Houghton. $2.25. A girl's difficult transition from farm to city life is achieved through her reunion with a beloved horse and her acceptance of a new stepmother.

A PRESENT FOR MOLLY. Written and illustrated by Ruth D. McCrea. Aladdin. $1.75. Old-fashioned story of a lonely little girl whose presence restores her invalid guardian to happiness and health. Charming book for a little girl to read to herself.

SUNSHINE FOR MERRILY. By Martha Gwinn Kiser. Random. $2.00. Three lonely children from the county home are adopted by the town spinster, in a warm-hearted story appropriately illustrated by Eloise Wilkin.

OVER THE HILLS TO NUGGET. By Aileen Fisher. Aladdin. $1.75. Young pioneer story of a loving, closely knit family who make a go of it because they stick together. Well illustrated by Sandra James.

SEATMATES. By Mary K. Reely. Watts. $2.00. Nostalgic, satisfying tale of two little girls whose friendship develops through sharing a double seat in school. Large print for easy reading. Illustrated by Eloise Wilkin.

THE WONDERFUL POODLE. Written and illustrated by Ilse Bischoff. Crowell. $2.25. The old theme of the poor little rich prince who runs away with his dog and finds fun and freedom with a gypsy band, enchantingly presented with the author-artist's decorative drawings.

PRIMITIVO AND HIS DOG. Written and illustrated by Gloria Hoffman. Dutton. $2.50. Large, effective photographs reflect the life of a Mexican town through an appealing story about a small boy and his dog.

AT THE PALACE GATES. By Helen Rand Parish. Viking. $2.00. A nine-year-old orphan boy of Peru runs away to live precariously on the streets of Lima. A colorful and ingratiating story whose Latin-American flavor is enhanced by Leo Politi's pictures.

THE FORBIDDEN FOREST. By Darrell Berrigan. Day. $2.50. Two children of modern Japan find adventures and unearth their family's valuable secret in a moving story, with enacted photographs by John Dominis.

THE RUNAWAY APPRENTICE. By Margery Evernden. Random. $2.50. In this distinguished tale of old Peking, a high-born Chinese lad runs away from home, joins the shadow players, and solves a mystery that saves his family. Illustrations by Jeanyee Wong catch the spirit.

EDDIE AND THE FIRE ENGINE. Written and illustrated by Carolyn Haywood. Morrow. $2.00. The ever-resourceful seven-year-old Eddie becomes attached to an antique fire engine, with hilarious results.

GEORGE WASHINGTON. Written and illustrated by Genevieve Foster. Scribner. $2.00. An initial biography retelling the main events of our first president's career; enhanced by a pictured plan of the grounds and an interior view of Mount Vernon.

NANCY HANKS OF WILDERNESS ROAD: A STORY OF ABRAHAM LINCOLN'S MOTHER. By Meridel Le Sueur. Knopf. $2.50. Beautiful singing prose distinguishes this biography, adding much to our understanding of Lincoln himself. Colorfully illustrated by Betty Alden.

LOU GEHRIG, BOY OF THE SAND LOTS. By Guernsey Van Riper, Jr. Bobbs-Merrill. $1.75. Young readers will welcome this simply written career story of the boyhood of a baseball hero.

THE STORY OF FRANKLIN D. ROOSEVELT. By Marcus Rosenblum. Simon & Schuster. $1.50. The main events of F.D.R.'s life briefly sketched in this welcome biography, enlivened by family photographs.

THE DANCING KETTLE AND OTHER JAPANESE FOLK TALES. By Yoshiko Uchida. Harcourt. $2.25. Fine retelling of a variety of Japanese folk tales, rich in humor. Oriental feeling in Richard C. Jones drawings.

MORE DANISH TALES. Retold by Mary C. Hatch. Harcourt. $2.50. Drollery and good humor pervade these folk tales wherein trolls and giants, peasants and princesses combine magic with everyday life. Humorous illustrations by Edgun.

FOR THE INTERMEDIATE YEARS
Ages Nine, Ten, and Eleven

THE TREASURE OF LI-PO. By Alice Ritchie. Harcourt. $2.00. Beautiful writing transmutes these six Chinese tales into masterpieces of the storyteller's art. A distinguished book.

(*Continued on page 22*)

FLOSSIE AND BOSSIE. By Eva Le Gallienne. Illustrated by Garth Williams. The rich and warm story of two small Bantam hens who were as different as night and day. Ages 8 up. $2.00

MY WORLD. By Margaret Wise Brown. Pictures by Clement Hurd. The essence of a small bunny's world, with all the many loved things that fill it, in a happy little book. Ages 3-6. $1.50

THE HAPPY DAY. By Ruth Krauss. Pictures by Marc Simont. The small animals run and laugh and dance to see the most wonderful, surprising surprise of the whole year. Ages 3-6. $1.50

The "Riffle Books," MY CAT and MY DOG. Written and illustrated by Lys Cassal. Riffle the pages of these two engaging little books and a kitten rolls his ball and a puppy wags his tail. Ages 3-6. 2 for $1.00

• *For the Middle Group* •

COCOLO COMES TO AMERICA. Story and Pictures by Bettina. Everyone fell in love with Cocolo, the little donkey from a Mediterranean island, when he was introduced last year. Now Cocolo comes to America to find a new home. Ages 5-10. $2.50

THE TWELVE DAYS OF CHRISTMAS. Illustrated by Ilonka Karasz. The charming verses of the Christmas song illustrated with 12 magnificent four-color full-page pictures. All ages. $1.50

ALICE'S ADVENTURES IN WONDERLAND and THROUGH THE LOOKING GLASS. By Lewis Carroll. Illustrated by Leonard Weisgard, distinguished children's artist and Caldecott Medal winner. 24 magnificent colored and 24 beautiful black-and-white illustrations. $3.50

• *For Older Boys and Girls* •

AUDUBON. By Dr. Clyde Fisher. A distinguished biography abundantly and beautifully illustrated with over 70 magnificent reproductions of Audubon's work. All ages. $2.50

FOR CHARLEMAGNE! By F. Emerson Andrews. The exciting story of 14-year-old Sigmund who fights for Charlemagne against scheming nobles and the savage tribes of the East. Ages 12 up. $2.50

MOSES. By Katherine B. Shippen. A full-length, stirring biography for young people of Moses as a young man, as well as in his years of leadership. Ages 12 up. $2.50

AMERICAN ADVENTURE. By Broadus Mitchell. A fresh, vigorous book about "some of the pioneers who gave us our America" from days of the whaling ships to the TVA. Ages 10 up. $2.50

HARPER & BROTHERS, 49 E. 33rd St., New York 16

THE FABULOUS FLIGHT. Written and illustrated by Robert Lawson. Little, Brown. $2.50. Captivating fantasy about a boy who "grew down," and his extraordinary adventures with a sea gull. Fascinating detailed pictures.

THE LONESOME BEAR. By Harrison Kinney. Whittlesey. $2.00. Engaging nonsense about an unadjusted circus bear who prefers living with a family, and the complications arising therefrom. A book for family laughing aloud. Appropriately illustrated by Harold Price.

PECOS BILL—TEXAS COWPUNCHER. By Harold W. Felton. Knopf. $2.50. New retelling of these humorous, pungent American tall tales. With spirited illustrations by Aldren Auld Watson.

THE DOOR IN THE WALL. Written and illustrated by Marguerite de Angeli. Doubleday. $2.50. The moving story of a crippled boy in medieval England who develops skill and courage to surmount danger, and achieves his rightful place as son of a knight. Fine pictures.

THE ADVENTURES OF PHILIPPE: A STORY OF OLD KEBEC. By Gwendolyn Bowers. Aladdin. $2.50. Exciting adventures of nine-year-old Philippe, as he travels from France to the New World in search of his father. Authentic illustrations by Fritz Kredel.

AMERICA'S ETHAN ALLEN. By Stewart Holbrook. Houghton. $2.50. A rousing account of the Green Mountain Boys, their part in the Revolution and the early struggles between the colonies. Striking pictures by Lynd Ward.

EAGLE OF THE SEA: THE STORY OF OLD IRONSIDES. By Bruce Grant. Rand. $2.50. Through the adventures of two strapping lads the stirring story of the *Constitution* is vividly recreated.

THE GOLDEN DOOR: A STORY OF LIBERTY'S CHILDREN. By Hertha Pauli. Knopf. $2.50. Zestful children and their devotion to New York, when Brooklyn Bridge was new and before the Statue of Liberty welcomed newcomers.

COTTON IN MY SACK. Written and illustrated by Lois Lenski. Lippincott. $2.50. Touching story of a family of cotton sharecroppers in Arkansas, with vivid details about their daily lives and the region they call home.

SOMETHING OLD, SOMETHING NEW: STORIES OF THE PEOPLE WHO ARE AMERICA. By Dorothy Canfield. Scott. $2.50. Human stories replete with the deepest traditions of America, told with inspiration and consummate skill. Especially for reading aloud.

ROWENA CAREY. By Ruth L. Holberg. Doubleday. $2.50. The escapades of a chubby nine-year-old, youngest of four sisters, and her ingenious schemes for earning money to buy a horse, in the art colony of Rockport. Enhanced by Grace Paull's line drawings.

THE DAVENPORTS AND CHERRY PIE. By Alice Dalgliesh. Scribner. $2.50. This lively and resourceful family add a poodle and a kitten to their crowded home in the barn. Happy illustrations by Flavia Gág.

ISLAND SUMMER. By Hazel Wilson. Abingdon. $2.00. Saltwater adventures of a family from Colorado. As full of Maine flavor as a blueberry pie.

BIXXY AND THE SECRET MESSAGE. Written and illustrated by Louis Slobodkin. Macmillan. $2.00. Ludicrous misadventures of a forgetful carrier pigeon as he falls in with a Boy Scout troup. A fresh and laughable tale.

TREASURE MOUNTAIN. By Evelyn Sibley Lampman. Doubleday. $2.50. Fine, engrossing story of two modern young Indians from the Government school, and their growing understanding of their people's old beliefs, their pride, and their dignity. Illustrated by Richard Bennett.

THE GREEN GINGER JAR: THEY CAME FROM CHINA. By Clara Ingram Judson. Houghton. $2.50. Chicago's Chinatown in an absorbing story of a boy and girl whose growing Americanization is in conflict with the old-world traditions of the elders. A thread of mystery adds to the interest of a fine book.

BRUCE BENSON: THIRTY FATHOMS DEEP. By Frances F. Neilson and Winthrop Neilson. Dutton. $2.50. A salvage trip in the Caribbean provides thrills and adventure for two boys, and highlights a fine father-son relationship. Action-packed pictures by John C. Wonsetler.

A SUMMER TO REMEMBER. Written and illustrated by Erna M. Karolyi. Whittlesey. $2.00. A little girl in post-war Hungary spends a happy summer in a Swiss household, with gratifying results for all concerned. A tender and moving story.

ANABEL'S WINDOWS. By Agnes Danforth Hewes. Dodd. $2.50. Several happy years in the childhood of an American girl living in Syria, reflecting the history, modes and legends of that ancient land. Told with warmth and understanding.

ELEPHANT BOY OF THE TEAK FOREST. By Phyllis Ayer Sowers. Messner. $2.50. An enchanting story of family life and jungle adventure in present-day Siam, where ancient superstitions mingle with modern ways. Illustrated by Margaret Ayer.

LITTLE FLUTE PLAYER. By Jean Bothwell. Morrow. $2.00. Life in a tiny village of the plains of Northern India in a year when the harvest failed, poignantly depicted through a ten-year-old boy's story. Margaret Ayer's drawings convey its spirit.

BUSH HOLIDAY. By Stephen Fennimore. Doubleday. $2.50. A ranch in the Australian bush country is the setting for an American boy's encounters with a strange new world of thrilling adventure and curious wild life. Illustrated by Ninon MacKnight.

KILDEE HOUSE. By Rutherford Montgomery. Doubleday. $2.50. What happens when families of small animals move in to share the stonecarver's new house in the woods makes a delightful story. Enticing illustrations by Barbara Cooney.

SEA STAR: ORPHAN OF CHINCOTEAGUE. By Marguerite Henry. Rand. $2.75. Two children find a motherless foal on the beach and raise it. An appealing story with the well-loved horse pictures of Wesley Dennis.

KENTUCKY DERBY WINNER. By Isabel McMeekin. McKay. $2.50. The story of the first Derby winner, with plenty of flavor and detail, and of a very real little boy who helped to train him. Illustrated by Corinne Dillon.

DOGS OF DESTINY.

HORSES OF DESTINY. By Fairfax Downey and Paul Brown. Scribner. $2.50 each. Stories about horses and dogs famous in history and anecdote.

VIKING DOG. By Glenn Balch. Crowell. $2.25. Deep-seated distrust of all humans drives Olaf to cling to the life of the wild in an exciting, adventurous tale.

FOR OLDER BOYS AND GIRLS

Ages Twelve and over

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(Continued on page 24)

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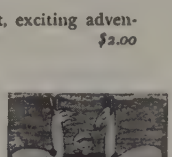

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OUTSIDERS WHO LIVE WITH OUR CHILDREN

(*Continued from page 5*)

could reassure them. Their anxious tension slackens. No professional psychiatrist could give anyone this particular kind of help, reaching him accurately, intimately, individually, because nobody but the grandparent has those memories. To have kept close enough thus to help a grown-up son or daughter, now a parent—that is a benediction for any older generationer who longs to be of use to those he loves.

The first warning that came rushing to my mind at the beginning of this comment, which comes to the mind of any experienced person who thinks about outsiders in homes, and their relations to children, is that none of them, no matter how gifted or superior, can supply that coherent continuity of relationship which is a vital essential for a child's security.

But once that warning is given, it is safe to say that this relationship is not the only possible or desirable one. Indeed, all human affairs being paradoxical, its very continuity, if unrelieved by change and variety, has a tendency to make it weigh heavily on both parents and children.

My husband's father was a doctor, one of those old-time general practitioners who often became, before the word was ever heard of, specialists in psychosomatic troubles. He used to say that if, in the case of somebody who felt disturbingly low and out of health, no organic difficulties could be found to treat medically, he always prescribed a "change of air." If his ailing patient lived near the seaboard, he always said, with grave M.D. seriousness, that mountain air was required. If his patient lived far inland, he prescribed a sojourn by the seashore. "Never knew it to fail," he often said, with a smile.

Grandparents, aunts, cousins, household helpers (often the best of the lot), and friendly neighbors are playing the role Nature casts them for, if they provide this temporary "change of air." The young parent feels himself bowed beneath the adult responsibility for the children. But older people, and those who look in at family life from the outside, often see those careworn parents as only older children themselves. And everybody knows that children's nervous tensions and emotional knots are more often helped by a change of moral atmosphere than by the best of serious, well-intentioned good advice. Young parents and young children often rub each other raw, little as this fact is taken into account in emotional attitudes toward family life. When they do, the simple device of time off will more often put oil on friction than the most anxious efforts to do better. They need, desperately need, a little absence from each other. And here is the brilliant role which can be played by "outsiders in the home." It is a role which brings its own reward, for thus temporarily to share life with children is an unmatched opportunity for joy. Here is one of those perfect, good bargains which suit both sides equally well.

Now in the paragraph or two left of the space allotted to these reflections of mine, you must permit me to wallow a little in sheer pleasure, as I remember the many instances I have known of "outsiders" who have heaped a family life with treasures. How tragically narrowed a child's life would be, if he were in personal individual contact with no adults but his two young parents. Let them be as fine human beings as anyone can imagine, each one can have but his or her own personality. And how infinite is the rich variety of desirable human personalities in the world! All children should have a constantly increasing acquaintance with a constantly increasing number of different ones.

The young mother is, let us say to make the case dramatic, what's called a "perfect mother"—conscientious, cheerful, charming, orderly, self-disciplined, just, fair, steady, devoted. Her child is fortunate, all right. But much more fortunate if he is in occasional contact with—well, perhaps a janitor, a hired man, a cleaning-woman by the day, or an unconventional uncle, who is whimsical, unexpected, imaginative, given to impulsive gusts of contradictory feelings, selfish at times and then ashamed of it, often generous and kind and then, in another mood, cross and snappish. Seen from the safe vantage ground of absolute security given by that good young mother, such a glimpse of another kind of human being widens a child's horizon immeasurably. The unknown wife-of-the-future, the distant husband-to-be will be much happier because fifteen or twenty years ago there was a hot-tempered but lovable old great-aunt whose little whirlwinds of storm were quickly followed by temperate weather. Such a contact is true life-experience for a child, and experience is what children need, more than any other one element, to make them safe in human existence.

There is one priceless element which neither young parents nor older outsiders can contribute to a child's world—this is sheer youngness of spirit. He used to get his share of it from members of the family circle, large enough to provide all ages and all kinds of ages.

Now one of the sources for it is the high-school-age baby-sitter, that modern institution which seems to me to be a wonderful adaptation of human life to a changed social framework. I don't say that all paid adolescent caretakers for children are desirable elements in family life. I just see plainly that they may be. Carefully selected, wisely and generously treated, they may provide for children something which our changed family organization no longer gives.

As always with new-style ways of meeting old needs, there are advantages and disadvantages. A high-school-age boy or girl who takes over children for an hour or two is as human as anybody else. He may like children. He may not. He may be a desirable influence in their lives. He may be quite the opposite. But one advantage this new institution does offer: If the young helper turns out undesirable, he is not a permanent misery, like the bullying cousin of older days, who had to be endured because he was blood-kin. The young parents can pick and choose these older playmates for their youngsters, as never could be done in the days when the family circle absolutely bounded a child's horizon. The result can be a priceless new kind of relationship.

Lastly, let me set down happily that not only the children but the young parents themselves often profit by the contact with the right kind of "outsiders" coming and going in the family. Look at a tense, careful, anxious young mother, her subconscious full of unnerving apprehensions about what may be in the future for the children, about what modern books on child care put all too vividly before her mind—the possible consequences of her own mistakes. She wouldn't be a mother if she did not have these brooding thoughts. The children would not survive if she did not care deeply, irrevocably enough about them to have fears for them. But there are hours when her responsibilities are so near to the surface of her thoughts that they are felt, dimly, by the children, as a darkening sky is felt. What a suggestive fillip to her imagination it is, to see listless or fretful children bloom into high spirits when a cheerful, humorous "outsider" of some variety comes in, fresh in spirit, lighthearted with lack of responsibility for the children, and tells a funny story, sings a ridiculous new patter song, cuts an idiotically funny caper.

Well, there they are, the "outsiders." Like everything else in life, they are all to the good, if you choose them rightly and take them intelligently. Dangerous if you don't. Just like most of the ingredients of human life.

THE PEOPLE IN NURSERY SCHOOL

(*Continued from page 10*)

at home. He makes his way there on his own with children and grownups alike. And in the process he becomes a more poised, a more secure person. He learns to think for himself, to use his physical and mental powers to the fullest extent. And part of this growth toward independence is just that first small step away from home and mother. This does not mean that the child's home life lessens in importance with his attendance at nursery school. On the contrary, his life at home is enriched by his experience away from it.

In this first venture away from the family circle a child gains broad human experience in a healthy and controlled environment. The child who has had a happy year or two at nursery school acquires a good feeling of being a person in his own right, who knows and likes people on his own terms. That's a good healthy feeling at any age.

He learns, too, that there are many people in the world, and that they behave in individual ways. Miss W laughs at one kind of thing, Daddy at another. Miss W expects him to get on his cot and stay there quietly at naptime, while Mommy often rests with him or reads him a story. These are not matters of right and wrong, of poor or good handling. They are simply different kinds of behavior in different circumstances.

What's more, there is continuity in a child's relation with these grownups outside of his family. He has common experiences and common memories with his teacher as well as with the members of his group. Such a continuing relationship is quite unlike the casual meetings with other children and their mothers, or the temporary contacts with part-time baby-sitters. The nursery-school child is a member of a real social group—and so is his teacher.

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THE DOCTORS IN YOUR CHILD'S LIFE

(*Continued from page 8*)

which unfortunately some of them occasionally initiate.

Perhaps one of the most common operative procedures in childhood is the removal of tonsils and adenoids. Fortunately the trend is to be increasingly conservative about this operation. Nevertheless, at times the operation is necessary; but it is never an emergency. It is always possible for the physician to select, within certain limitations, the best time for this admittedly difficult experience for the child. More and more physicians are taking into consideration, in the timing of such operations, not only such physical factors as the increased susceptibility to poliomyelitis, but whether or not the current emotional stability of the child can tolerate the procedure without undue harm. More and more specific instructions are being given to parents to help them prepare youngsters for such experiences.

Operative procedures, however, are usually of short duration and can be prepared for, at least to some extent; but hospitalization for acute illness is usually unexpected, almost always unplanned for, and frequently devastating in its effect upon the personality development of the child.

Much remains to be done by the medical and nursing professions to mitigate the effects of such hospitalization. Small children should not be hospitalized when equally satisfactory treatment can be provided in the doctor's office or at home. Particularly in these days of hospitalization insurance, many parents prefer hospital care to frequent visits to the doctor's office. This is because many hospitalization and health benefit policies pay benefits only if the patient is in a hospital. This situation should be corrected.

It is still the opinion of many doctors and nursing supervisors that best results can be obtained with a sick child if the parents are entirely excluded or at least if their visits are kept to the absolute minimum. Some measure of apparent validity is given to this point of view because small children frequently become subdued, quiet, and even less resistant to painful treatment when they don't see their parents. The emotionally damaging effects can be appreciated only in following up these children over a course of months and years. These facts must be brought home to medical and nursing students who will soon be giving medical care to children. Fortunately, most hospitals are becoming more lenient about visiting hours. Facilities are also being developed and enlarged to permit parents to stay with sick children in the hospital.

The children of America have much to look forward to from the professional people in their lives. Prenatal classes are increasing, not only in number but in the quality of the teaching. More and more obstetricians are keenly aware of the emotional needs of their patients. More and more instruction on the care of her infant is now available to the new mother during her period in the hospital. In deciding on operations and hospitalization nearly all physicians and surgeons now take the emotional needs of the patient into consideration. I believe the trends are all in the right direction and that the future is bright.

THE TEACHERS IN YOUR CHILD'S LIFE

(*Continued from page 12*)

and parents may not always achieve unity of ideas, but they can maintain mutual respect.

Parent-teacher groups are often very effective in adjusting differences between home and school. Evening meetings with speakers have value but they are not enough. Small groups and individual conferences may be of very real help in working toward common understanding. When the approach of parents and teachers is an honest one, with warmth and willingness to learn on both sides, it is easier to discuss the things that really matter. Not only do children have a deeper sense of security, but the adults involved reach a new level of cooperation when parents are sincerely welcomed in school and a real sense of partnership is developed. Parents who help with routines, with picnics, with special events and trips begin to understand not only their children's problems but those of the teacher as well. The goal is for parents, children, and teachers to learn together.

Teachers have much to learn from parents. After all, the parents have known their children longer and more intimately than anyone else and often only they can give the background which may explain certain types of behavior. On the other hand, a wise teacher can add to the parents' depth of understanding her own breadth of experience, which has come from working with many children passing through similar phases of development. She can help parents to a greater acceptance of their own children in the process of growing up.

Teachers can help, too, in relating the parents' standards of performance and behavior to a normal expectation for a child at his particular stage of development. An extreme, yet actual, example is that of

the overambitious father who insisted that his six-year-old child read the *New York Times* after two weeks in the first grade. He was not intentionally cruel, but his standard had no relation to reality. Far more common is the father who feels that his son does not measure up to his own standard of manliness, who does not respect the boy as a person and calls him "sissy."

Both teachers and parents can contribute to each other's understanding of children's basic emotional needs. The mother who asked the teacher to give her daughter extra love and understanding because of the recent divorce of the parents helped the teacher in her relationship to the child. The one who said "I never tell my son that he does anything well because I don't want him to be conceited" had no realization of the harm she was doing and needed all the insight the teacher could give.

Such cooperation between parents and teachers helps children toward each new step in growth. While Sunday-school teachers, camp counselors, nurses, librarians, and play-school or group leaders affect children's development to some degree, the teacher is the common denominator of them all. Every child's personality reflects her influence long after the facts she taught have been forgotten.

YOUR CHILD'S SPIRITUAL VALUES

(*Continued from page 14*)

the person keeps on trying, "clear, easy accomplishment." They then expressed the idea through the following movements: preparing for an advance with eyes on the goal; four strides forward, followed by a falling back as though knocked down by an overwhelming force; pulling oneself together for a new forward movement; a partial falling back, but recovery of momentum to reach the goal, with "final pose held strong." The next Sunday they elaborated on the original idea to include influences that help one attain success—parents, teachers, friends, and "that spirit inside us which is 'more than us'—which is God." The movements added were a slow "retracement of steps as in contemplation, a kneeling in gratitude toward the friendly powers," and a final upward spring of exhilaration.

In individual counseling, spiritual values can be related to the young person's total personality. If the young person is encouraged to talk freely, both persons gain an understanding of his doubts and fears and uncertainties. Dr. Harry Emerson Fosdick told a group of personnel workers about a young man who came in to see him and said defiantly, "I don't believe in God." Dr. Fosdick replied, "Suppose you tell me about this God you don't believe in." After the boy had described a God of wrath and vengeance, Dr. Fosdick said, "I don't believe in that God either," and they talked about a God who suffered and worked with man for a better world.

Adolescents often present their personal difficulties as religious perplexities. In the case of a young woman who was concerned about the conflict between her childhood faith and new beliefs with which she had more recently come in contact, the adviser helped her to discover the good in all sincere religious faiths.

In both individual and group discussions certain disturbing discrepancies can be recognized and understood. Among these are the differences in beliefs and standards of conduct that exist between parents and the church school, between parents and one's age mates, between the church school and one's age mates. Parents who do not go to church often send their children to Sunday school. Sometimes parents of one religious faith allow a child to accompany his friends to the church school of another faith. There are discrepancies between what adults say and what they do. What they are speaks so loudly that children do not hear what they say. With children, too, there is often a wide gap between ideals and actions. Many high-school pupils say that they want to help to prevent poverty, ignorance, and disease. Yet the majority of these youngsters have only vague ideas of how they might carry out their altruistic ambitions. Children need practice in translating their good intentions into conduct.

Parents can follow through on the work of church-school teachers in a number of ways. They can tell the teachers about the child's interests and attitudes at home. This helps the teachers to understand him better. If parents know that the policy of the church school is to foster a natural growth in religious living, not a superficial, poorly understood verbal expression of theological dogma, they will try to help their children at home to build their beliefs from their own experience of life. Parents will provide time in the child's day for contemplation; they will not schedule every minute, thus making his life "an interminable scherzo." Like church-school teachers, they will listen to what the child says and also try to learn "the language of behavior." Knowing, to some extent, what is already in his mind, they can help him build up his value system. As the child's world widens, his faith will widen and deepen, because it has the possibilities of infinite expansion.

We Invite Your Comment

The editors of CHILD STUDY need your comments upon the contents of our magazine. For the most helpful answer received to the following questions, we will send free a copy of "We the Parents," by Sidonie M. Gruenberg. Write briefly and explain the reasons for your preferences. Letters must be mailed by January 1, 1950.

1. Which article in this issue have you found most helpful and interesting and why?
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HELEN ROSS, *The Institute for Psychoanalysis, Chicago, Ill.*

Luncheon Session 12:30 to 2:30

SOME NEW APPROACHES TO OLD VALUES: Some Special Problems of Our Moral and Spiritual Condition Today

BISHOP G. BROMLEY OXNAM, *of the Methodist Church*
LAWRENCE S. KUBIE, M.D., *Clinical Professor of Psychiatry and Mental Hygiene, Yale University School of Medicine*

Afternoon Session 3:00 to 5:00

THE CHILD'S EDUCATION: Grownups in the Making

MARY FISHER LANGMUIR, *President, Child Study Association of America*
MARGARET MEAD, *Associate Curator, American Museum of Natural History, author of "Male and Female" and other books*
ALGO D. HENDERSON, *Associate Commissioner, The University of the State of New York, State Education Department*

Advance reservations must be made for all sessions.

Write to the Child Study Association, 132 East 74th Street, New York 21, N. Y., for registration blank. For additional information about the Conference, see page 1 of this issue of CHILD STUDY.

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BOOKS

BY STAFF MEMBERS OF THE ASSOCIATION

☐ **Parents' Questions**
Staff of the Child Study Association, Harper and Bros. New Edition $3.00

☐ **The Parents' Manual: A Guide to the Emotional Development of Young Children**
Anna W. M. Wolf, Simon and Schuster 2.75

☐ **We, the Parents: Our Relationship to Our Children and to the World Today**
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News and Notes

Teaching and Research About Children

Dr. Milton J. E. Senn, as many CHILD STUDY readers know, several months ago became director of the Child Study Center of Yale University which replaced the former Yale Clinic of Child Development in July, 1948. The Child Study Center, a department of the University, in the Division of Medical Affairs, will carry on a program of teaching and research about children. The teaching will be done both at the Center and in other departments of the University, where the staff may join with others who are concerned with human behavior, growth and development, and interpersonal relationships. The training will be at the undergraduate and postgraduate levels; although these are professional levels the ultimate aims of these training programs are to benefit parents and children in the community.

There will continue to be nursery school and psychological testing units in the Child Study Center. To these are added well-baby and well-child clinics and a child psychiatry division.

The staff of the Center includes Dr. Edith Jackson, Dr. Ernst Kris, Dr. Katherine Wolf, Dr. Katherine Hawley, Dr. Sally Provence, Dr. Mildred January, and Miss Laura Codling.

White House Conference

Plans are well under way for the mid-century White House Conference on Children and Youth to be held in Washington in December, 1950. Conference leaders have tentatively agreed to concentrate on children's mental and emotional health. In opening the first organization meeting for the Conference, President Harry S. Truman spoke of "the mental attitude of these young people" as "most important." Oscar R. Ewing, Federal Security Administrator, who presided, told the Conference planners that past White House Conference meetings, which have been held every ten years since 1909, were concerned chiefly with social and economic arrangements for children and that the time has come for a "full-fledged attack" on the emotional and psychological aspects of child care.

For the first time young people are participating in the plans for a White House Conference on Children and Youth. Four representatives of youth groups are among the committee of fifty-two.

Mental Health

The proceedings of the International Congress on Mental Health, which was held in London in August, 1948, and in which several members of the staff and the advisory board of the Child Study Association participated, are now available. The proceedings are published in four volumes by the Columbia University Press, New York: I, *History, Development and Organisation;* II, *Proceedings of the International Conference on Child Psychiatry;* III, *Proceedings of the International Conference on Medical Psychotherapy* ($2.50 each); IV, *Proceedings of the International Conference on Mental Hygiene* ($5.00).

Family Relations

The Annual Conference of the National Council on Family Relations will be held at the Hotel Park Sheraton in New York, December 29-31. Several members of the staff of the Child Study Association are active in plans for the Conference and will participate in various sessions.

C. ANDERSON ALDRICH
1888-1949

C. ANDERSON ALDRICH died October 8, 1949, in Rochester, Minnesota, at the age of sixty-one.

Dr. Aldrich grew up in New York City and in Evanston, Illinois, and practiced pediatrics for twenty years in Winnetka and Evanston. In 1943 at the invitation of the Mayo Clinic he became director of the Rochester Child Health Project. He assembled a staff of pediatricians, psychologists, a nutritionist, a nursery-school educator, and a psychiatrist to help provide the children of the city with the best possible preventive medicine, both physical and psychological.

He was loved by the children and parents he cared for and by the doctors he taught and inspired.

But tens of thousands of parents throughout the world know him because of his books, *Cultivating the Child's Appetite* (1927), *Babies Are Human Beings* (1938), and *Feeding Our Old-Fashioned Children* (1941), the latter two written with his wife, Mary M. Aldrich. In these books, as in his other activities, Dr. Aldrich was a pioneer in leading us all back from the rigid authoritarian philosophy of child care that had been so popular, to one which respects the child's needs, individual difference, and stages of development. For this millions of children are indebted to him. BENJAMIN SPOCK, M.D.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3 1933, AND JULY 2, 1946

of CHILD STUDY, published 4 times a year, at New York, N. Y., for October 1, 1949.

State of New York }
County of New York } ss.

Before me, a Notary Public, in and for the State and County aforesaid, personally appeared Charlotte Williams, who, having been duly sworn according to law, deposes and says that she is the Business Manager of CHILD STUDY, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily, weekly, semiweekly or triweekly newspaper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Acts of March 3, 1933, and July 2, 1946 (section 537, Postal Laws and Regulations), printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—Child Study Association of America, 132 East 74th Street, New York 21, N. Y.

Editor—Frances Ullman, 132 East 74th Street, New York 21, N. Y.

Managing Editor—Charlotte Williams, 132 East 74th Street, New York 21, N. Y.

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2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 132 East 74th Street, New York 21, N. Y., Mrs. Mary Fisher Langmuir, President; Mrs. Clarence K. Whitehill, Chairman, Executive Committee; Mrs. George Van Trump Burgess, Mrs. Max Mason, Ernest G. Osborne, Mrs. Hugh Grant Straus, vice presidents; Frank E. Karelsen, Jr., Vice President and Treasurer.

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is .....(This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

CHARLOTTE WILLIAMS,
Business Manager

Sworn to and subscribed before me this 1st day of October, 1949.

THOMAS J. TYLER
Notary Public, State of New York
No. 41-4046600
(Seal) Qualified in Queens County
Certificate filed with New York County
Clerk and Register
Term Expires March 30, 1951

SUGGESTIONS FOR STUDY GROUPS

(*Continued from page 17*)

Think yourself into her position and discuss her attitude. How would you go about giving her reassurance?

Discuss ways of promoting better relationships between grandparents and children.

To Read:

Bacmeister, Rhoda. *Growing Together.* Appleton-Century, 1947.

Ellenwood, James Lee. *Just and Durable Parents.* Scribner, 1948.

Fisher, Dorothy Canfield. *Our Young Folks.* Harcourt, Brace, 1943.

Gruenberg, Sidonie M. *We, the Parents: Our Relationship to Our Children and to the World Today,* Harper, rev. ed. 1947.

Poley, Irvin C. *The Kind of Parents Teachers Like* (pamphlet), Child Study Association of America.

Staff of the Child Study Association. *Parents' Questions,* Chapters VIII—"Character and Spiritual Growth," IX—"School and Home," X—"The Child and the Outside World," Harper, rev. ed. 1947.

Strang, Ruth A. *A Study of Young Children,* Abingdon-Cokesbury, 1944.

Wittenberg, Rudolph M. *So You Want to Help People,* Association Press, 1947.

Wolf, Anna W. M. *The Parents' Manual,* Simon and Schuster, 1941.

ADDENDUM

Due to an oversight, the reference list in connection with "Suggestions for Study Groups" in the Fall issue of CHILD STUDY omitted mention of several books that will be useful to groups discussing sex education. They are the following: *Let's Tell the Truth About Sex,* by Howard Whitman. New York, Pellegrini & Cudahy, 1948. $2.50. *Parents' Questions,* by the Staff of the Child Study Association. Chapter VII. New York, Harper, Revised Edition, 1947. $3.00. *We, the Parents: Our Relationship to Our Children and to the World Today,* by Sidonie M. Gruenberg. New York, Harper, Revised Edition, 1948. $3.50. Chapter 8.

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